ASSESSMENT OF COURT CLERK TRAINING NEEDS IN MISSOURI

A Study to Determine What Court Clerks Need in a Training, Education and Professional Development Program

Institute for Court Management
Court Executive Development Program
Phase III Project
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TABLE OF CONTENTS

Page Number

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LIST OF ILLUSTRATIONS

Page Number

LIST OF TABLES

LIST OF APPENDICES

ABSTRACT

This study was conducted to determine what court clerk staff need in a training, education, and professional development program. Currently no formal training, education, and professional development program for court clerk staff exists in Missouri; however, an effort is underway to develop a Clerk Training Academy to provide such a program to court clerk staff. This program is relevant to the courts in that court clerks are entrusted with significant responsibilities from collection and disbursement of court costs and fees, to assisting pro se litigants, to managing rapidly increasing caseloads. Further, Missouri courts move toward statewide automation, standardization of case processing procedures becomes more important. Providing a structured training program will assist court clerks in making this transition to a unified system.

The goal of this study was to identify training, education, and professional development needs of the court clerk staff in Missouri from the perspective of these staff. Information and recommendations from this study will be provided to a committee of court clerk staff, the Clerk Training Academy Advisory Committee, who will work with staff from the Office of State Courts Administrator to develop a training curriculum.

In order to determine the needs of court clerk staff a survey instrument was developed and distributed to a stratified random sample of 429 clerks with a response rate of 42%. In addition, information regarding court clerk training programs currently in existence in other states was utilized in this study.

The results of the study showed the topics which were given high (4 or 5) value/need ratings by the greatest percentage of court staff, irrespective of court type, location, or years of service were those relating to personal benefit and/or development. These topics included insurance, salary, vacation, computer skills, stress management, and time management. Topics relating to a particular court division or position (supervisors/managers), such as traffic case processing and motivation respectively, received a greater percentage of high value/need responses from these specific respondents.

The recommendations focus primarily on program structure, based on the information on clerk training programs in other states. Once program requirements are determined, development of topics, based on staff responses to the survey will occur. The final component of the program will include development of evaluation tools to measure success of the Clerk Training Academy.

ASSESSMENT OF CLERK TRAINING NEEDS

A STUDY TO DETERMINE WHAT COURT CLERKS NEED IN A TRAINING, EDUCATION AND PROFESSIONAL DEVELOPMENT PROGRAM

INTRODUCTION

One of the key players in the Missouri judicial system is the court clerk.[1] Entrusted with public monies and asked to play a significant role in making the justice system more accessible and efficient in its dispensation of justice, the court clerk is often given little training and few opportunities for professional development. The system continues to increase the level of their responsibilities[2], from a myriad of cost collections, to assisting pro se litigants, to becoming familiar with rapidly developing technology. Coupled with the growing responsibilities are increasing incidences of theft and audits that are far from exemplary[3]. For example, with court

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[1]"Court clerk" and "court staff" will be used interchangeably in this report. Both of these terms will include all state paid employees working in the circuit, associate and probate divisions of the court, excluding judges.

[2]Section 483.240 RSMo provides that the circuit clerk shall have administrative control over, and be responsible for, the safekeeping of the records of the circuit court. Section 483.241 RSMo provides that the deputy circuit clerks constitute the clerical staff of the circuit clerk to perform those duties for which the circuit clerk has general administrative control. The division clerks constitute the clerical staff of the circuit court to perform the record keeping functions of the circuit court for which the circuit clerk does not have general administrative control.

[3]The State Auditor's Office conducts audits of the circuit court offices statewide every 2-5 years. The Office of State Courts Administrator receives a copy of the audit and is generally contacted when there is a finding of theft.

standardization[4] on the rise and a greater need for interchangeability[5] of positions within the courthouse, clerks need some system of training that assures greater uniformity in knowledge and skills in order for them to become more efficient in their roles.

Although there are several excellent training programs for court staff at the national level, they are expensive and more often than not, necessitate that the participant be away from the home office for a week or more at a time. In addition, the cost is often prohibitive for all but the wealthiest counties and circuits. Missouri's Office of State Courts Administrator (OSCA) makes available to court clerks an annual Regional Clerk Training Program that is a one day program conducted at seven different locations throughout Missouri. "Special topic" training for clerks, also a one day program addressing one of various topics such as adult and child protection orders or supervisory issues, is also conducted by OSCA at least one time per year. While these are informative and well-attended programs, they are limited in scope and do not have the resources to meet the increasing training needs of court clerks.

In an effort to curb problems of theft[6] in the clerks' offices, generate practices that will result in improved audit reports, enhance cost collection procedures and revenues, improve services to pro se litigants, and make more efficient use of existing court personnel, thereby reducing the need for increasing staff, OSCA is proposing a comprehensive training and development program for the state's 1,500 court clerks, to be known as the "Court Clerk

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[4]Standardization refers to processes such as record keeping, accounting and use of forms being consist throughout the courts across the state.

[5]Interchangeability of positions refers to cross training of court staff within an office to allow flexibility in the use of staff resources.

[6]Since 1989 incidents of theft have been reported in 13 circuit/associate courts. These incidents account for losses over $200,000.

Training Academy." A decision item has been included in the Judiciary's FY 96-97 budget request that would allow development of the program if approved. The Academy would be staffed by two professionals with responsibilities for program design and implementation. The Academy would provide a comprehensive, systematic program of instruction in knowledge and skills needed by court clerks throughout Missouri's court system.

The Office of State Courts Administrator has established the Court Clerk Training Academy Advisory Committee composed of ten members of the Circuit Clerks and Recorders Association and the Missouri Association of Probate and Associate Circuit Court Division Clerks[7] to assist OSCA staff in development of the program. The composition of the Advisory Committee allows for input from each of the three court divisions; circuit, associate and probate with a rural/urban mix of court staff.

The purpose of this report and the research upon which it is based is to provide the Advisory Committee and OSCA staff with information that identifies education, training and development needs of the court staff. The information in this report will be used in development of a training curriculum that will address specific topic area needs identified by court staff.

Court Staff in Missouri

In Missouri, there are more than 1,500 non-statutory, state-paid court clerks working in the 114 counties and the City of St. Louis.[8] Additionally, there are 115 elected circuit clerks

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[7]The Circuit Clerks and Recorders Association and the Missouri Association of Probate and Associate Circuit Court Division Clerks are organizations formed by the clerks, independent of the Office of State Courts Administrator. Each organization holds an annual conference that generally includes presentations by OSCA staff on various subjects of interest to the clerks.

[8]Some courts hire personnel that are paid locally.

with statutorily defined duties.[9] In each county there is a circuit division office, managed by the circuit clerk who is the appointing authority[10] for this division. A limited number of courts are centralized[11] while the majority have separate circuit, associate and probate division offices. In the small rural counties the associate and probate divisions are generally combined. The majority of the courts are in small rural communities with the remaining courts located in six mid-sized counties and three metropolitan areas, including St. Louis City, St. Louis County and Jackson County.

Administrative Rule 7, promulgated by the Missouri Supreme Court on October 10, 1980, provides for the establishment of the Circuit Court Personnel System which applies to all non-statutory state paid employees of the circuit courts. In addition to operating procedures, personnel policies and the compensation and pay plan, this rule includes the Circuit Court Classification Plan, the composite of all the written job descriptions which comprise the personnel classification system. The plan consists of 45 job classes which are organized under five broad categories: administration, professional, legal services, technical and clerical and miscellaneous. The format of the written job descriptions provides a definition of the work, examples of work performed, knowledge, skills and abilities necessary for a specific job and the required minimum education and experience.

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[9]Chapter 483 of the Missouri Revised Statutes provides for the qualifications, duties and compensation of the circuit clerks. This Chapter also provides that the court administrator in Jackson County, "shall exercise all the powers and duties of the circuit clerk."

[10]"Appointing authority" is the term used to describe the administrative head of the clerk's office, i.e., the person who can hire and fire employees for the office. In the circuit divisions, the circuit clerk is the appointing authority. In the associate divisions, the associate circuit judge is the appointing authority.

[11]The circuit, associate divisions and some probate divisions are combined into one.

Due to smaller caseloads, court staff in the small rural offices may consist of only one FTE in addition to the circuit clerk in the circuit division or the chief division clerk[12] in the associate division. As a result, in the small rural counties these clerks are responsible for the full range of duties including filing of complaints and petitions, issuing summonses, notices and subpoenas, indexing and calendaring cases, preparing juror lists and receipting and disbursing fines, fees, payments, deposits, bonds and child support money. Court staff working in the metropolitan courts are more specialized and may only perform one specific function, such as an account clerk, garnishment clerk, warrant clerk, etc. While the job descriptions are broad enough in scope to allow for these differences in the work performed by court staff in the rural areas versus the urban courts, the differences also need to be considered in development of a training curriculum.

Current Training Programs

As noted above, OSCA provides limited training to court clerks. The annual Regional Clerk Training Program is a one day program conducted at seven different locations throughout Missouri. This program takes place each year after the close of the legislative session and allows for a review of statutory changes impacting the courts as part of the agenda. The remainder of the program is developed through utilization of evaluations completed by clerks attending the program the previous year, consultation with the Court Clerk Training Committee[13] and by

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[12]In the associate division, the judge is the appointing authority who is responsible for administration of the office. However, the chief division clerk may supervise other subordinate clerk personnel in the office.

[13]This committee was originally formed as the Court Clerk Handbook and Training Committee to provide input on development of the Court Clerk Handbook and training programs offered by OSCA. The Court Clerk Handbook is a two volume set of procedural manuals designed to provide information on criminal, civil, traffic and juvenile case processing as well as other record keeping responsibilities.

OSCA staff brainstorming topics which are relevant to the court staff. In addition to legislation, the topics covered at the 1995 Regional Clerk Training Program included financial accounting, customer service, Statewide Judicial Information System[14] (SWJIS) reporting, and discussion sessions that covered issues such as new discovery rules, reporting cash bonds over $10,000, sound recording, and criminal history reporting. Given that the program is only 5.5 hours in duration, none of these topics are covered in-depth.

Along with the Regional Clerk Training Program, offered to all clerks statewide, a separate program is offered to management and supervisory staff of the metropolitan courts. This program also covers new legislation but much of the program is focused on topics specific to the metropolitan courts and more specifically, to the management and supervisory staff. Other topics included in the 1995 program: time standards update, the Family Medical Leave Act, automation update, reports of new activities and projects underway in each of the three courts and round table discussion sessions that addressed such topics as theft and substance abuse by employees, conflict between employees, dress codes, grievances, time management, sexual harassment complaints and customer service. The agenda is developed by OSCA staff with input from the court staff who generally attend the program.

Training for probate clerks was offered separate from the Regional Clerk Training Program for the first time in 1995. Separating the two programs received an overwhelmingly positive response from the clerks who are responsible for both regular associate matters (small claims, traffic, criminal and civil cases under $25,000) and probate cases. This allowed the clerks with these dual responsibilities to attend both programs. The agenda for the probate

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[14]This system is maintained by OSCA to collect filing and disposition information from the courts statewide.

training program was developed by OSCA staff and the Probate Clerk Training Committee.

The two special topic training programs held during 1995 focused on supervisory/management staff. A survey requesting level of interest in training of specific supervisory issues was developed by OSCA staff and sent to all appointing authorities. The topics included issues such as employee benefits, hiring and termination of employees, discipline, grievances, sexual harassment, leadership skills and time management. Response to the survey indicated interest in nearly all of the topics. As a result, it was decided to offer two, one day programs; one in April and the other in November 1995. The April program covered recruitment and selection of employees, Fair Labor Standards Act, employee discipline, grievance procedures and termination. The program offered in November addressed leadership skills, employee motivation, gender bias, sexual harassment and conflict management.

As in every year following an election, a New Circuit Clerk Orientation program was held in January 1995. While some clerks elected to fill the position of circuit clerk have experience working as a court clerk, some have never set foot inside the door of the circuit clerk's office and are unaware of the complexity of the job. This training is provided by OSCA in an effort to provide basic information regarding their responsibilities according to the laws of Missouri, the Administrative and Supreme Court Rules. The two and a half day program offered in January 1995 provided an overview of the judiciary, overview of OSCA, general duties of the circuit clerk, financial accounting, SWJIS reporting, child support, automation, the budget process and the personnel system.

While the overall evaluations of each of the programs offered in 1995 indicated a positive response, it goes without saying that improvements can always be made. One obvious issue is that the special topic training focused only on supervisory/management staff. Court staff

7

who do not have this type of responsibility received no training from OSCA in addition to the Regional Clerk Training Program. Additionally, the only topic addressed at Regional Clerk Training applicable to all participants was a session on customer service.

Another point to consider is that of actual time spent on specific subject matter areas. With the exception of the New Clerk Orientation, all of the programs offered in 1995 were one day sessions addressing any where from 5 to 11 different topics in less than 6 hours. Unfortunately, it is not possible to cover any of the topics offered in-depth in such a short period of time.

Clerk Training Academy

The overall objective of the development of the Clerk Training Academy is to improve courts' responsiveness to the public by: improving clerks' understanding of technological capabilities and their use of technological resources; improving clerks' understanding of the legal process rules and recommended model procedures and teaching them how to more efficiently and accurately handle each step of the process; enhancing clerks' knowledge of new laws that impact court services; improving the delivery of court information and services; increasing collections and interest earnings and limiting losses due to theft and mishandling of finances; and improving the functioning of the court through improved coordination and communication with local and state agencies.

As a result of the training academy, it is anticipated that the courts will become more responsive to the needs of Missouri citizens, and, in turn, the public's perception of the efficacy of the courts will be enhanced. The degree to which these outcomes are achieved will be predicated on how effectively court personnel are trained. Outcomes will include: an increase in the number of cases disposed within time standards; an increase in previously unpaid dollar

collections; an increase in interest earning through knowledge of the program; an increase in the number of litigants and attorneys who rate their experiences with the courts as "superior"; an increase in adoption of standard forms, practices and procedures by program participants; a rating of "superior" in terms of communication with other agencies; a decrease in the number of public complaint calls received at OSCA; a decrease in audit findings and reduction in incidents of theft; and an increase in the use of technological resources. These outcomes will be measured by the following: ratings by court personnel on the use of technological resources; use of standard forms, practices and procedures; percent of cases disposed within time standards; ratings of litigants'/attorneys' experiences with the courts; cost collections; interest earnings, proficiency ratings; and audit reports.

The following measures will be used to determine input/output: the number of program participants; the number of program completion certificates that are issued annually; the number of courses offered; the hours of training provided; and the actual dollars spent on each training activity. Effectiveness measures (excellent, superior, average, poor) will include: the number of participants who rate their understanding and use of technological capabilities as "superior"; the number of participants who rate their communications and coordination with other agencies as "superior" within a period of time of successful completion of the program; the increase in overall adoption of standard forms, practices, and procedures; the increase in cases disposed within certain time frames; the increase in litigants'/attorneys' ratings of their court experience as "superior"; the increase in dollar collections; the increase in interest earnings; the reduction in offices with audit findings; and an increase in proficiency ratings within given skill areas.

REVIEW OF LITERATURE

A literature review was completed focusing on information regarding training in general, needs assessment and court staff training programs currently in existence throughout the United States. The first part of this section will describe information relevant to training in general and needs assessment. The second part of this section will provide information regarding court staff training programs in California, Colorado and Utah.

Training and Needs Assessment

There is seemingly unending literature that provides a strong argument for training employees and much emphasizing that "a needs assessment is the first step in any training program."[15] One article reviewed, "Before You Train...A Guide to Training Needs Assessment for Court Managers" by Nial Raaen[16] provides a good foundation for the reason why training is important. Raaen states that, "Good training programs not only improve performance, but increase employees' dedication to organizational goals and improve morale and self-esteem as they become more productive."[17] This position is echoed by Richard S. Johnson in his book, TQM: Quality Training Practices, in which he states, "Employees need training that improves their job skills, which in turn improves their value to the organization, their promotability, and their self-esteem." Johnson goes on to say that, "The trained employee is any organization's

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[15]Richard S. Johnson, TQM: Quality Training Practices, vol. 4 (Milwaukee: ASQC Quality Press, 1993) 87.

[16]Nial k. Raaen, "Before You Train...A Guide to Training Needs Assessment for Court Managers," The Court Manager Spring 1991.

[17]Raaen 16.

most valuable asset." [18]

While the importance of training for Missouri court employees has always been recognized by OSCA, a lack of funding and staff resources to develop a training curriculum has created a stumbling block. As indicated previously in this report, training has been provided to court staff on a limited basis, namely the yearly Regional Clerk Training Programs and the special topic training. These programs have been developed with various input from court staff, including meeting with the Court Clerk Handbook and Training Committee to develop the agenda for Regional Clerk Training and sending out a survey to the appointing authorities in an attempt to determine interest in supervisor/management topics. With the opportunity presenting itself to create a Clerk Training Academy, staffed by persons knowledgeable in curriculum development and presentation, the obvious starting point is a needs assessment.

There is an abundance of literature emphasizing the value of a needs assessment. The literature is similarly expansive about the method of gathering information regarding educational/training needs. In *JERITT Monograph Four*, Curriculum, Program, and Faculty Development: Managing People, Process and Product, Karen Waldrop and Maureen E. Conner state that the "primary basis for curriculum design is needs assessment."[19] The authors further suggest that "important information about educational needs and desires" can be obtained through the use of "focus groups, literature/research review, program evaluation results, and target audience questionnaires."[20]

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[18]Johnson 17.

[19]Maureen E. Conner and Karen Waldrop, Curriculum, Program, and Faculty Development: Managing People, Process and Product, JERITT Monograph Four (Michigan State University: The JERITT Project, 1994) 12.

[20]Conner and Waldrop 12-13.

The *JERITT Monograph One*, <u>Judicial Education Needs Assessment and Program Evaluation</u>, provides sample instruments used in conducting a needs assessment, such as an open-ended opinion survey, a form to collect job task information and one to conduct literature searches. The instrument used by R. Dale Lefever in his study and report entitled *Methodology for Assessing Education/Training Needs of Clerks in the Superior and Common Pleas Courts of Connecticut* also provided insight into development of the needs assessment tool.

The suggestion by Waldrop and Conner to consider multiple sources of information was utilized in developing the needs assessment tool of this study. Many of the topics were included in the survey as a result of suggestions provided by a representative group from the Circuit Clerks and Recorders Association and the Missouri Association of Probate and Associate Circuit Court Division Clerks during a meeting to discuss development of the Clerk Training Academy. In addition to input from staff at OSCA, other topics were included as a result of evaluation comments provided by court staff following Regional Clerk Training and the special topics training. Finally, a review of court staff training programs currently offered in other states provided additional topics for the assessment instrument.

Court Staff Training Programs in Other States

A review of court staff training programs in other states was conducted. It was thought that these programs may serve as a model for the needs assessment, curriculum development and program structure. As stated previously, information was obtained from the states of California, Utah, and Colorado. These programs were included in this report because of the specificity of the information provided and some of the attributes of these programs have been considered in the early stages of planning for the Clerk Training Academy.

12

California

The Court Clerk Training Institute offers an annual program that consists of a two-week training session at the Stanford University campus. Five different courses or sessions are offered that include: Counter Filing Procedures, Family Law, Criminal Courtroom Procedures, Civil Courtroom Procedures, and Criminal Processing. The program is not mandatory and attendance is contingent upon supervisor approval. The supervisor is also responsible for selecting the courses for the employee. The curriculum for the California program was developed by court staff with significant court experience and persons currently in supervisor/management positions.

Utah

The Judicial Support Services Department and the Education Division offer a Clerk Career Track in which employees create a yearly education plan along with their supervisors. Regardless of level or length of employment, every employee is required to attend 20 hours of approved continuing education per year. Employees are provided a Clerk Education Requirements Chart that specifies the required courses for each of the first three years and a class schedule that describes the courses offered in each of the categories; mandatory, skill based and personal development. Employees are required to complete certain educational requirements for a given year, i.e., during the first year of employment the employee must complete the twelve hour orientation, five hours of skill based training and three hours of personal development training. Completion of classes does not in itself qualify an employee for promotion but rather fulfills the educational component of a promotion request. A Management Development Program is available for managers and Level III (advanced skill) employees with supervisor permission.

Classes are held at the Administrative Office of the Courts in Salt Lake City and range in duration from two hours to twelve hours. Some skill-based classes are offered locally, taught by in-house faculty who have attended the "Train the Trainer" program. The distinction between a local and statewide skill-based program is made by determining need for consistency within the state. Examples of skill-based programs taught statewide include writing, computer skills, shelter hearings and cohabitant abuse.

Colorado

Colorado has initiated development of the Professional Development Program which includes a core curriculum for all (undefined) court employees. This core curriculum, Level One of Professional Development is required for all trial court employees. The programs in Level One include: Judicial Development, Telephone and Counter Skills, Gender Communication Differences, Dealing with Public Information, Understanding Differences, Ethics - Code of Professional Conduct, The Business of Courts and Sexual Harassment. Prior to an employee moving on to Level Two, all courses in Level One must be completed. The Level Two program is designed by the employee in consultation with their supervisor so that it meets the personal and professional developmental needs of the employee. A separate curriculum for supervisory personnel includes: Personnel Rules, Personnel Appraisals, Human Resources Law, Code of Conduct, Sexual Harassment for Manager, Model Hiring Process, Business of Courts, and Role of the Manager.

The programs in California, Colorado and Utah provide a good basis for program development. Issues such as training requirements, education plans and categorizing training in areas such as skill based and personal development are all areas that should be considered by OSCA and the Court Clerk Training Academy Advisory Committee.

14

METHODOLOGY

Data for this study were gathered using an educational needs assessment survey to determine court staff interest/need for training in specific topic areas, the preferred level at which the topic should be presented (introductory, intermediate or advanced) and the method of presentation (lecture, panel discussion, self study materials, role plays or case study and discussion).[21] The topics included on the survey were based on feedback received from evaluations of previous staff training programs provided by the Office of State Courts Administrator, information received from court staff during on-site visits to the courts by OSCA staff, and from training programs provided by administrative offices in other states.[22]

The survey was divided into three parts. Part I of the survey includes categories of identifying information of the respondents. This included information regarding the type of court (circuit, associate, probate), the location of the court (rural or urban), the survey respondent's position, the number of years the respondent has worked in the Missouri Judiciary, and the level of education. This information was used in comparative analysis with responses in Part II.

Part II of the survey provides six separate categories of topics for training programs. For each of the categories, survey respondents were asked to rate each topic on a scale of 1 to 5 (1 = low, 5 = high) regarding the *value* of each specific topic area to the participant's work and the *need* for learning about the topic. Respondents were also asked to indicate by letter, the *level* at which the topic would best be presented, i.e., introductory (I), intermediate (M) or advanced (A) and the *method of presentation* such as lecture (L), panel discussion (P), self study (S), role plays

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[21]See Appendix 1 for a copy of the survey instrument.

[22]A review of the literature and telephone contacts yielded information from California, Colorado and Utah.

(R) or case study and discussion (C).

Part III of the survey consists of a series of questions regarding funding for future training, the value of an orientation program, the use of a current resource (the <u>Court Clerk Handbook</u>), the value and anticipated use of a lending library and a section for additional comments. Although this section departs somewhat from the task of determining training, education and professional development needs of the clerks, the information is pertinent to the issue of funding for the training program. Additionally, responses regarding the use of the <u>Court Clerk Handbook</u>, developed as a resource tool for the clerks, may indicate a need for training regarding the use of the handbook or simply informing staff of its availability.

Pretest Results

The survey and a letter explaining the intended use of the survey was sent to the ten members of the Court Clerk Training Academy Advisory Committee.[23]   Six committee members completed and returned the survey. Three committee members contacted the writer in person or by telephone to provide suggestions for changes in topic descriptions that were subsequently made on the survey. One committee member suggested that the cover letter instruct the survey respondent to answer the questions from a personal standpoint rather than what the person felt might be needed for their office as a whole. This suggestion was also incorporated into the letter.

Survey Sample

A stratified random sample of court clerks was selected to participate in the assessment. This sample was developed by dividing the counties into five groups by the number of FTE in each court (circuit, associate and probate combined): (1) 0 - 4.9 FTE, (2) 5 - 10.9 FTE, (3) 11 -

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[23]A copy of the letter is included in Appendix 2.

24.9 FTE, (4) 25 and up FTE, and (5) the three metropolitan courts. A random sample of counties was then selected from each of the five groups for a total of 14 counties which represent 29 different offices. To account for the differences in numbers, four (4) counties were selected out of the first two groups; the 0 - 4.9 and the 5 - 10. 9 FTE. Three (3) counties were selected out of the 3rd group, 11 - 24.9 FTE and two (2) out of the 25 and up FTE. Only one metropolitan court was selected to participate.

A total of 429 surveys were sent out on December 15, 1995 under a cover letter[24] from the Court Administrator of OSCA to the selected circuit clerks and the chief division clerks of the associate/probate divisions and the court administrator in Jackson County. A separate memorandum,[25] also from the Court Administrator of OSCA, was attached to each survey providing information regarding the Court Clerk Training Academy, explaining the significance of the survey and requesting a return date of December 29, 1995. Of the 429 surveys sent out, 182 were returned, some well after December 29, 1995. Although this response rate of 42% is somewhat lower than anticipated, given the length of the survey (7 pages), it is not surprising.

A database was set up in Microsoft Access software which allowed for entry of the data into a table via forms that replicated the actual survey. Coding of the survey responses is in an alpha/numeric format.[26] Once the data were entered into the database, the query function was used to summarize the data. A frequency distribution was created for each survey data element. Cross tabulations were calculated for Parts I and II of the survey to determine if the respondents' demography influenced their responses to the training topics.

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[24]See a copy of the letter in Appendix 3.

[25]See a copy of the memorandum in Appendix 4.

[26]See coded survey in Appendix 5.

FINDINGS

The findings presented in this section represent distribution of the information from Part I of the survey which includes demographics such as the type of court (circuit, associate, probate), court location (rural or urban), position (circuit clerk, court clerk, etc), number of years with the Missouri Judiciary and highest education level attained. This information was then used in cross tabulations with responses to topics in the six (6) categories of Part II. Findings from Part III were simply tabulated to determine the number of responses in each field of the scale for each question. The comment sections of Part III are included in the narrative of the report.[27]

Part I/Survey Results

As mentioned previously in this report, 429 surveys were mailed out to court staff in 14 counties which represent 29 different offices. Of the 182 surveys received, nearly two-thirds (60% or 110) were from the circuit division with 25% (45) from the associate division and 15% (27) from the probate division (Illustration 1). The variation was anticipated as more court staff are assigned to the circuit divisions throughout the state.[28] This finding was considered throughout the remainder of the report as there are some topics that only apply to specific divisions.

In regard to court location (rural or urban), 164 of the 182 surveys received provided this information. Of the 164 responses, 37% (60) came from court staff in the rural courts and 63% (104) were from the urban court staff (Illustration 2). These numbers could be somewhat

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[27]These sections asked for comments regarding use of the <u>Court Clerk Handbook</u> if it were put on computer disks and general comments about training needs not addressed in the survey.

[28]This information was verified with the OSCA Personnel Officer who maintains the documentation in a Lotus spreadsheet.

Illustration 1

Responses by Court Type

Circuit
60.4%

Probate
14.8%

Associate
24.7%

Illustration 2

Responses to Survey by Location

Urban
57.1%

Unknown
9.9%
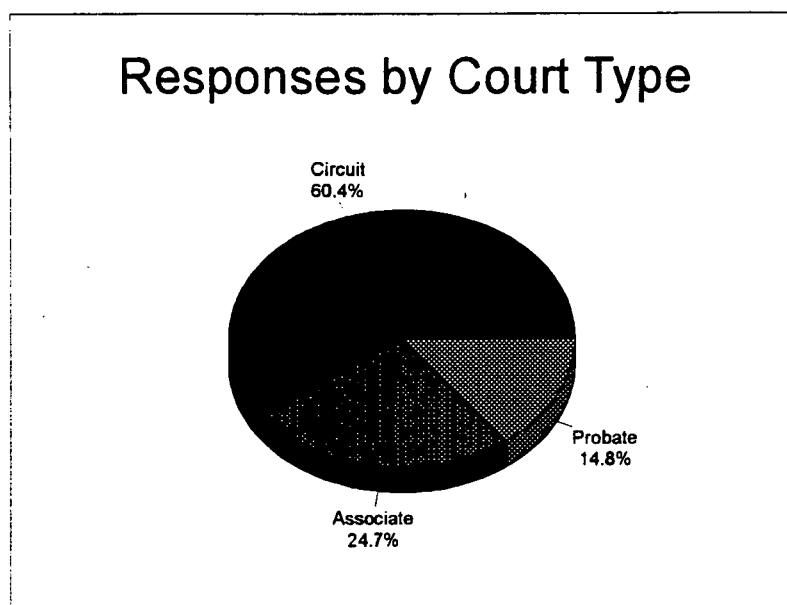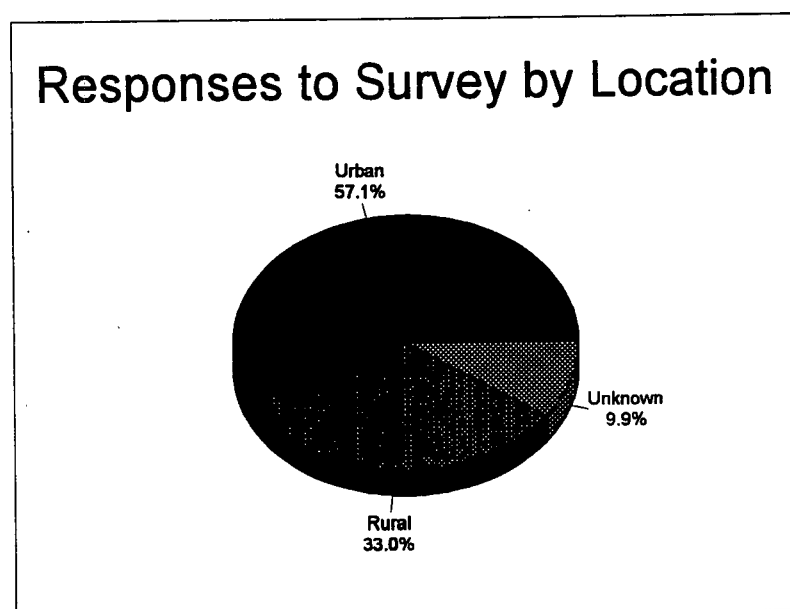
Rural
33.0%

misleading in that court staff from the two medium sized courts (Boone and Greene counties)

may have differing opinions in regard to their status as rural or urban.[29] This information was

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[29]In terms of population, the county seats of these two counties, Columbia (69,000) and Springfield (140,000) respectively, could be considered urban. Generally speaking, the Office of State Courts Administrator refers to the metropolitan/urban courts as St. Louis City, St. Louis County and Jackson County.

used in limited cross tabulations to determine if there were differences in need for training on topics such as caseflow management.

One hundred seventy-one (171) respondents completed the question regarding position. Over half (57% or 98) indicated that they are court clerks.[30] The next highest number of responses was from circuit clerks[31] (10% or 17) with the remainder including: account clerks (8% or 14); other[32] (8% or 13); unit manager/supervisor (8% or 13); record clerk (5% or 8); account manager/supervisor (2% or 4); administrative assistant/secretary (2% or 3); and data processing staff (1).[33] This information is significant in that the assumption was that staff with specific responsibilities, i.e., the account clerk, would be more interested in topics such as financial accounting compared to the record clerk.

One hundred sixty-seven (167) respondents provided information regarding the number of years of service with the Missouri Judiciary. Of these respondents, 40% (66) have worked in the judiciary five (5) or less years while 60% (101) have been employees more than five years (Illustration 3). The number of years served varied from 3 months to 38 years. Cross tabulation

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[30]This title could be applied to clerks in any of the three divisions. The circuit clerk is the previously defined statutory position who serves as the appointing authority of the circuit division.

[31]Only 13 surveys were sent to circuit clerks. Cross tabulation of location and position revealed that eight clerks from the urban court(s) indicated position as "circuit clerk." Including Boone and Greene counties, the number of circuit clerks from the urban courts should not have exceeded two in this study. Jackson County is managed by a court administrator.

[32]The other positions included auditor, cashier, chief division clerk, child support/deputy clerk, deputy, deputy circuit clerk, deputy civil clerk, deputy criminal clerk, division clerk, division clerk/probate and associate, probate auditor and secretary.

[33]The Circuit Court Classification Plan consists of 45 job classes which were not all designated as positions on the survey. With the assistance of the Personnel Officer from OSCA, the writer provided broad categories of positions as options on the survey.

of this information was completed with a number of the topics to determine if lack of experience correlated with greater need for learning. It was also recognized that lack of experience could have the opposite effect in that an employee who has only worked on the job for three months may not realize the significance of a particular subject to their job function.

Illustration 3

Responses by Years of Service

<= 5 years service
39.5%

> 5 years service
60.5%
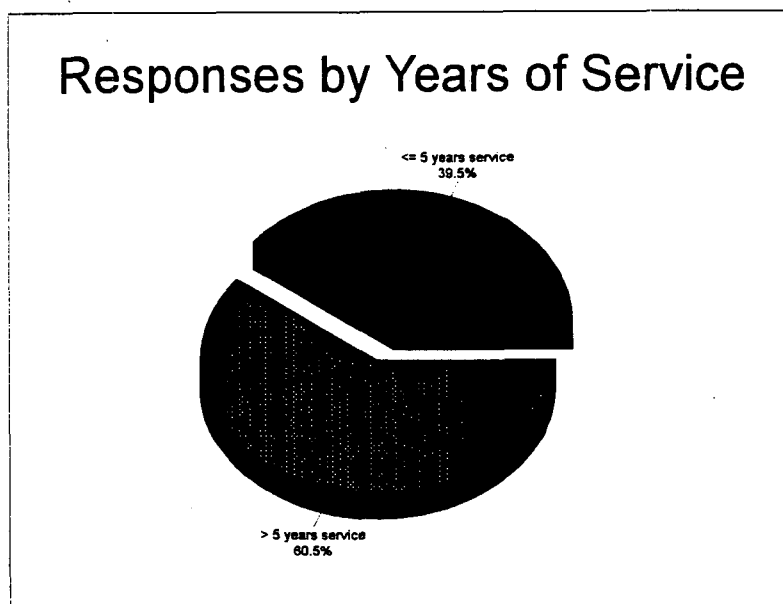
In response to the question of highest education level attained, 181 respondents provided this information. Of these responses, 43% (77) possess a high school or equivalency diploma, 32% (58) completed some college, 11% (20) obtained a bachelor's degree, 7% (13) have an associate degree, 4% (7) received a technical/vocational certificate, 3% (5) indicated other[34] and 1 respondent holds a master's degree. This information did not prove to be significant in relation to responses provided in Part II of the survey and will not be further referenced in this report.

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[34]The other levels of education noted include 9th grade, business college, business communication, business diploma and paralegal.

Part II/Survey Results

As mentioned previously in this report, Part II of the survey consists of six (6) separate categories of topics for training programs. For each of the categories, survey respondents were asked to rate each topic on a scale of 1 to 5 (1 = low, 5 = high) regarding the *value* of each topic area to the participant's work and the *need* for learning. Respondents were also asked to indicate by letter, the *level* at which the topic would best be presented, i.e., introductory (I), intermediate (M) or advanced (A) and the *method of presentation* such as lecture (L), panel discussion (P), self study (S), role plays (R) or case study and discussion (C). This section of the report will present findings summarized in four tables; Tables 1 and 2 provide mean responses of value and need for each topic and Table 3 and 4 provide a distribution of responses to the level of instruction and method of presentation for each topic. Summary analysis of the topics that received high value/need (4 and 5) responses are also provided in this section.

Ranking of Topics, Methods and Level of Presentation

Tables 1 and 2 provide the mean responses of value and need respectively for each of the 53 topics. In Table 1, the mean responses indicate that the topics receiving a mean value of 3.8 and above include: statutory duties/responsibilities of the clerk; insurance and other employee benefits; vacation/sick and other types of leave; salary, pay periods, pay increases; transfers, promotions and job postings; availability of training and development; customer service, dealing with difficult people; listening skills; telephone communication skills; written communication; working in a team; stress management; time management; legal terminology; ethics; and computer skills.

In Table 2, the mean responses indicate that topics receiving a mean need rating of 3.8 and above include: statutory duties/responsibility of the clerk; insurance and other employee

benefits; vacation/sick and other types of leave; salary, pay periods and pay increases; availability of training and development; dealing with difficult/angry people; stress management; time management; legal terminology; and computer skills. Based on these findings, priority should be given to development of training that would address the topics that received a mean need rating of 3.8 and above as these issues were also rated as high value.

Tables 1 and 2 also provide the mean value/need responses for those topics that, on the average, appear to be of little value and need. The topics with a mean value/need response of 2.5 and below include: committees, boards and commissions of the Supreme Court; recruitment; hiring; interviewing; juvenile case processing; probate case processing; and jury management. Although these topics would not be developed for presentation to the majority of court staff, cross tabulation of the responses to recruitment, hiring, and interviewing with position indicated high need for supervisory/management staff and probate case processing was rated high need by probate staff.

Table 3 provides an overview of the responses to the level of presentation; introductory, intermediate and advanced. For some topics such as, how to use legal reference materials, there is a fairly even distribution of the respondents who selected introductory and intermediate. This would indicate a need for development of two levels of this course as well as the others where the numbers are similar in distribution.

Table 4 provides an overview of the response to the method of presentation for each topic; case study/discussion, lecture, panel discussion, role play, and self-study. While lecture was clearly the choice for many of the topics, some responses were more evenly distributed across methods such as, working in a team (lecture 49 and panel discussion 41). These numbers suggest that development of the courses incorporate both methods of instruction.

23

TABLE 1

VALUE

CATEGORY I	1	2	3	4	5	TOTAL RESPONDENTS	MEAN
Missouri Court System Overview	25	29	39	47	36	176	3.2
Office of State Courts Administrator	36	35	44	31	31	177	2.9
Statutory Duties/Responsibilities of the Clerk	14	11	19	38	96	178	4.1
Working with other State Agencies	45	35	27	37	33	177	2.9
How to Use Legal Reference	21	21	46	44	45	177	3.4
Overview of the uses of the Court Clerk Handbook	26	24	36	35	56	177	3.4
Committees. Boards & Commissions of the Supreme Court	63	50	25	22	13	173	2.3
Insurance & other Employee Benefits	3	15	22	29	109	178	4.3
Vacation/sick & other Types of Leave	7	17	25	30	99	178	4.1
Salary. pay periods. pay increases	8	12	19	23	115	177	4.3
Transfers. promotions and job posting	16	15	29	35	80	175	3.8
Availability of Training and Development	7	13	28	28	92	168	4.1
CATEGORY II							
Fair Labor Standards Act Requirements	22	18	38	34	65	177	2.9
Grievance Proceedings	27	27	36	32	55	177	3.3
Dealing with Sexual Harassment	44	31	34	23	45	177	3.0
Dealing with Gender and Race Issues	49	26	34	23	44	176	2.9
CATEGORY III							
Customer Service	15	11	28	34	85	173	3.9
Dealing with Difficult/Angry People	11	6	23	39	98	177	4.2
Listening Skills	20	6	27	44	77	174	3.9
Nonverbal Communication	28	16	36	37	36	173	3.4
Spelling/Grammar Refresher	24	19	35	31	65	174	3.5
Telephone Communication Skills	14	14	36	33	77	174	3.8
Written Communication	14	12	34	40	71	171	3.8
CATEGORY IV							
Working in a Team	14	9	23	37	92	175	4.1
Stress Management	12	5	18	34	109	178	4.3
Time Management	17	10	32	38	78	175	3.9
Legal Terminology	8	10	31	45	82	176	4.0
Ethics	17	13	32	43	70	175	3.8
Computer skills	3	3	16	35	113	170	4.5
CATEGORY V							
Recruitment	103	19	20	12	19	173	2.0
Hiring	87	17	20	16	31	171	2.3
Interviewing	86	16	15	21	34	172	2.4
Motivation	40	12	24	32	63	171	3.4
Delegation	63	19	30	21	39	172	2.7
Discipline	61	19	28	21	42	171	2.8
Performance Appraisal	47	15	22	34	55	173	3.2
Personnel records	60	16	25	33	36	170	2.8
Leadership Skills	46	19	25	28	52	170	3.1
Managing Conflict in the Office	44	15	23	27	64	173	3.3
Problem Solving with Staff	45	14	22	29	61	171	3.3
Project Management	64	15	31	25	30	165	2.6
CATEGORY VI							
Criminal Case Processing from A to Z	52	12	20	26	57	167	3.1
Civil Case Processing from A to Z	38	11	19	30	71	169	3.5
Traffic Case Processing from A to Z	82	11	15	23	34	165	2.5
Juvenile Case Processing from A to Z	86	19	16	16	24	161	2.2
Domestic Case Processing from A to Z	56	15	14	27	51	163	3.0
Small Claims Case Processing from A to Z	66	19	20	18	43	166	2.7
Probate Case Processing from A to Z	79	11	18	18	38	164	2.5
Record Retention and Destruction	51	20	26	29	41	167	2.9
Caseflow Management	46	13	32	28	49	168	3.1
Sound Recording/Transcripts	53	20	26	30	36	165	2.9
Jury Management	85	15	19	20	22	161	2.2
Financial Accounting from A to Z	55	9	22	26	49	161	3.0

TABLE 2

NEED

	1	2	3	4	5	TOTAL RESPONDENTS	MEAN
CATEGORY I							
Missouri Court System Overview	29	32	43	41	30	175	3.1
Office of State Courts Administrator	41	33	46	32	23	175	2.8
Statutory Duties/Responsibilities of the Clerk	15	18	30	33	82	178	3.8
Working with other State Agencies	48	33	35	36	26	178	2.8
How to Use Legal Reference	22	27	43	41	42	175	3.3
Overview of the uses of the Court Clerk Handbook	30	34	38	31	44	177	3.1
Committees, Boards & Commissions of the Supreme Court	67	48	28	17	13	173	2.2
Insurance & other Employee Benefits	7	18	27	28	100	180	4.1
Vacation/sick & other Types of Leave	11	25	28	28	86	178	3.9
Salary, pay periods, pay increases	10	16	26	25	100	177	4.1
Transfers, promotions and job posting	17	24	30	32	73	176	3.7
Availability of Training and Development	8	14	33	29	86	170	4.0
CATEGORY II							
Fair Labor Standards Act Requirements	24	26	36	33	59	178	3.4
Grievance Proceedings	32	35	35	25	51	178	3.2
Dealing with Sexual Harassment	50	38	31	22	37	178	2.8
Dealing with Gender and Race Issues	49	26	34	23	44	176	2.9
CATEGORY III							
Customer Service	22	17	38	35	63	175	3.6
Dealing with Difficult/Angry People	12	10	36	40	80	178	3.9
Listening Skills	25	15	40	42	54	176	3.5
Nonverbal Communication	35	24	37	33	45	174	3.2
Spelling/Grammar Refresher	36	24	38	30	47	175	3.2
Telephone Communication Skills	26	27	42	32	48	175	3.3
Written Communication	21	17	43	34	56	171	3.5
CATEGORY IV							
Working in a Team	23	17	36	36	63	175	3.6
Stress Management	17	11	25	37	87	177	3.9
Time Management	27	15	40	33	58	173	3.5
Legal Terminology	9	13	46	49	58	175	3.8
Ethics	21	17	45	44	46	173	3.4
Computer skills	6	9	20	40	94	169	4.2
CATEGORY V							
Recruitment	98	23	17	14	12	164	1.9
Hiring	85	15	17	23	25	165	2.3
Interviewing	82	16	17	23	26	164	2.4
Motivation	39	19	29	25	55	167	3.2
Delegation	65	20	26	23	31	165	2.6
Discipline	63	19	30	19	34	165	2.6
Performance Appraisal	45	17	33	28	43	166	3.0
Personnel records	63	20	30	31	19	163	2.5
Leadership Skills	47	21	29	26	43	166	3.0
Managing Conflict in the Office	43	18	28	22	55	166	3.2
Problem Solving with Staff	42	25	27	22	53	169	3.1
Project Management	61	21	31	24	22	159	2.5
CATEGORY VI							
Criminal Case Processing from A to Z	57	18	27	28	36	166	2.8
Civil Case Processing from A to Z	41	20	25	35	48	169	3.2
Traffic Case Processing from A to Z	86	14	15	24	23	162	2.3
Juvenile Case Processing from A to Z	90	18	14	19	17	158	2.1
Domestic Case Processing from A to Z	59	19	15	29	38	160	2.8
Small Claims Case Processing from A to Z	67	24	23	21	29	164	2.5
Probate Case Processing from A to Z	83	14	12	21	33	163	2.4
Record Retention and Destruction	56	19	28	31	33	167	2.8
Caseflow Management	51	20	34	27	31	163	2.8
Sound Recording/Transcripts	63	18	27	29	24	161	2.6
Jury Management	90	14	17	21	16	158	2.1
Financial Accounting from A to Z	59	11	30	20	38	158	2.8

TABLE 3

LEVEL

	Introductory	Intermediate	Advanced	TOTAL RESPONDENTS
CATEGORY I				
Missouri Court System Overview	60	76	20	156
Office of State Courts Administrator	65	70	20	155
Statutory Duties/Responsibilities of the Clerk	36	75	52	163
Working with other State Agencies	65	73	18	156
How to Use Legal Reference	67	70	29	166
Overview of the uses of the Court Clerk Handbook	55	72	35	162
Committees, Boards & Commissions of the Supreme Court	94	45	10	149
Insurance & other Employee Benefits	42	84	42	168
Vacation/sick & other Types of Leave	43	72	46	161
Salary, pay periods, pay increases	40	70	51	29
Transfers, promotions and job posting	53	76	29	158
Availability of Training and Development	42	83	36	161
CATEGORY II				
Fair Labor Standards Act Requirements	61	70	30	161
Grievance Proceedings	66	70	25	161
Dealing with Sexual Harassment	63	58	32	153
Dealing with Gender and Race Issues	63	60	31	154
CATEGORY III				
Customer Service	40	67	53	160
Dealing with Difficult/Angry People	28	76	64	168
Listening Skills	34	79	48	161
Nonverbal Communication	50	74	36	160
Spelling/Grammar Refresher	37	72	50	159
Telephone Communication Skills	29	78	52	159
Written Communication	30	81	45	156
CATEGORY IV				
Working in a Team	25	80	56	161
Stress Management	26	80	57	163
Time Management	28	79	49	156
Legal Terminology	40	77	46	163
Ethics	39	79	42	160
Computer skills	30	79	50	159
CATEGORY V				
Recruitment	68	44	21	133
Hiring	60	52	23	135
Interviewing	53	60	23	136
Motivation	39	71	41	151
Delegation	52	61	31	144
Discipline	48	56	36	140
Performance Appraisal	38	76	37	151
Personnel records	49	65	28	142
Leadership Skills	43	65	39	147
Managing Conflict in the Office	32	66	50	148
Problem Solving with Staff	35	70	44	149
Project Management	48	61	29	138
CATEGORY VI				
Criminal Case Processing from A to Z	46	61	32	139
Civil Case Processing from A to Z	50	64	34	148
Traffic Case Processing from A to Z	63	39	26	128
Juvenile Case Processing from A to Z	69	37	20	126
Domestic Case Processing from A to Z	54	51	30	135
Small Claims Case Processing from A to Z	61	46	29	136
Probate Case Processing from A to Z	64	41	25	130
Record Retention and Destruction	64	50	30	144
Caseflow Management	44	59	35	138
Sound Recording/Transcripts	53	52	31	136
Jury Management	62	43	19	124
Financial Accounting from A to Z	51	53	33	137

TABLE 4

METHOD

	Case Study/ Discussion	Lecture	Panel Discussion	Role Play	Self Study	TOTAL RESPONDENTS
CATEGORY I						
Missouri Court System Overview	18	75	25	2	34	154
Office of State Courts Administrator	14	73	32	1	34	154
Statutory Duties/Responsibilities of the Clerk	24	59	46	5	27	161
Working with other State Agencies	18	65	38	3	31	155
How to Use Legal Reference	30	71	18	3	41	163
Overview of the uses of the Court Clerk Handbook	12	69	28	5	47	161
Committees, Boards & Commissions of the Supreme Court	11	74	21	2	41	149
Insurance & other Employee Benefits	10	72	40	1	42	165
Vacation/sick & other Types of Leave	11	65	33	1	49	159
Salary, pay periods, pay increases	11	59	41	1	46	158
Transfers, promotions and job posting	9	64	30	2	50	155
Availability of Training and Development	18	62	36	1	41	158
CATEGORY II						
Fair Labor Standards Act Requirements	9	69	32	3	44	157
Grievance Proceedings	13	59	34	4	46	156
Dealing with Sexual Harassment	19	51	28	10	42	150
Dealing with Gender and Race Issues	16	53	26	10	46	151
CATEGORY III						
Customer Service	15	53	38	20	30	156
Dealing with Difficult/Angry People	17	54	41	29	23	164
Listening Skills	13	57	33	21	33	157
Nonverbal Communication	11	58	32	20	34	155
Spelling/Grammar Refresher	14	48	15	4	71	152
Telephone Communication Skills	13	55	28	22	37	155
Written Communication	20	44	19	4	66	153
CATEGORY IV						
Working in a Team	17	49	41	23	27	157
Stress Management	21	60	40	14	23	158
Time Management	17	57	42	8	29	153
Legal Terminology	19	64	22	5	49	159
Ethics	13	66	28	8	39	154
Computer skills	26	48	19	18	40	151
CATEGORY V						
Recruitment	14	51	23	5	36	129
Hiring	15	51	25	3	36	130
Interviewing	13	49	28	9	33	132
Motivation	21	53	34	5	31	144
Delegation	16	56	32	5	30	139
Discipline	18	49	30	7	30	134
Performance Appraisal	17	52	36	7	34	146
Personnel records	19	52	22		43	136
Leadership Skills	18	61	28	4	30	141
Managing Conflict in the Office	21	52	37	7	26	143
Problem Solving with Staff	21	53	34	9	27	144
Project Management	22	51	28	2	31	134
CATEGORY VI						
Criminal Case Processing from A to Z	25	55	27	1	29	137
Civil Case Processing from A to Z	29	60	26		29	144
Traffic Case Processing from A to Z	25	46	23	1	32	127
Juvenile Case Processing from A to Z	23	49	19	2	32	125
Domestic Case Processing from A to Z	28	52	23	3	26	132
Small Claims Case Processing from A to Z	26	49	23	1	34	133
Probate Case Processing from A to Z	22	53	25	2	26	128
Record Retention and Destruction	19	61	20	1	40	141
Caseflow Management	23	51	26	3	32	135
Sound Recording/Transcripts	10	56	23	3	42	134
Jury Management	14	53	18	4	33	122
Financial Accounting from A to Z	20	52	26	2	36	136

This category includes a number of topics that have been presented by OSCA during basic orientation training programs provided for newly elected circuit clerks. It was anticipated that the majority of these topics would receive high (4 or 5) rankings in terms of need from court staff with five or less years of service. Surprisingly, some topics received high value/need responses from over three-fourths of the survey respondents.

The topics receiving the highest (4 or 5) value/need responses included: Insurance and other employee benefits, 78% of the respondents (138 out of 178) indicated high value with 71% (128 out of 180) high need; salary, pay periods and pay increases, 78% of the respondents (138 out of 177) indicated high value with 71% (125 out of 177) high need; vacation/sick and other types of leave, 72% (129 out of 178) indicated high value with 64% (114 out of 178) high need; availability of training and development, 71% (120 out of 168) indicated high value with 68% (115 out of 170) high need; and statutory duties/responsibilities of the clerk, 75% (134 out of 178) indicated high value with 65% (115 out of 178) high need (Illustration 4). As a result of the high value/need responses received from the majority of court staff responding, no further cross tabulations were completed on these topics.
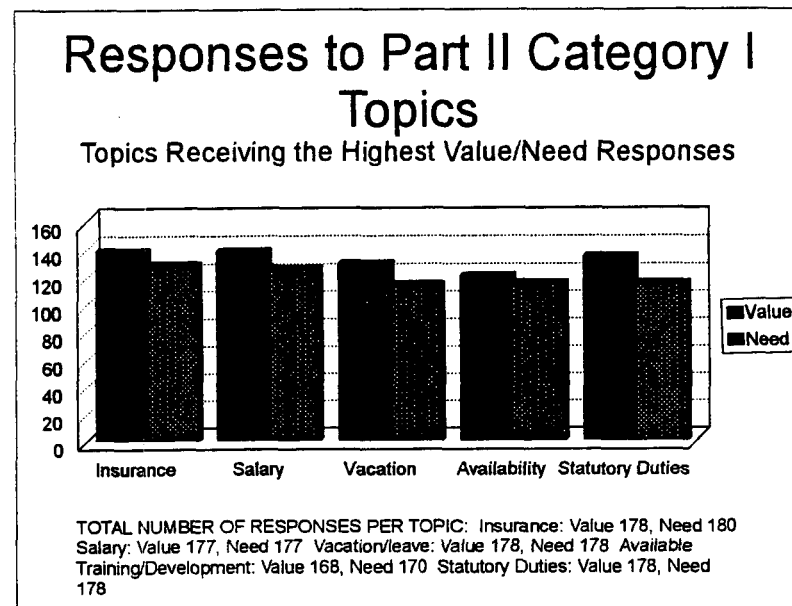
With the exception of availability of training and development and statutory duties/responsibilities of the clerk, these topics are covered in Administrative Rule 7[35] and the Missouri Circuit Court Employee Handbook.[36] The high need responses to insurance, salary

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[35]This rule provides for the establishment of the Circuit Court Personnel System which applies to all non-statutory state paid employees of the circuit courts. Administrative Rule 7 also includes operating procedures, personnel policies, the compensation and pay plan, and written job descriptions.

[36]Appointing authorities are to maintain in the office a copy of Administrative Rule 7. Each non-statutory, state paid court employee receives a copy of the Missouri Circuit Court

and vacation topics may indicate that court staff are not aware of these resources or that the
information is not presented clearly or in adequate detail. The writer is also aware that the
Missouri Circuit Court Employee Handbook is not always kept up to date in the local offices so
the information provided is basically useless. Prior to adding these topics to the training
program, these issues should be explored further.

Illustration 4

Responses to Part II Category I Topics
Topics Receiving the Highest Value/Need Responses

TOTAL NUMBER OF RESPONSES PER TOPIC: Insurance: Value 178, Need 180
Salary: Value 177, Need 177 Vacation/leave: Value 178, Need 178 Available
Training/Development: Value 168, Need 170 Statutory Duties: Value 178, Need
178

The topics in Category I receiving the next highest value/need (4 or 5) ratings included:
transfers/promotions and job postings, 66% of the respondents (115 out of 175) indicated high
value with 60% (105 out of 176) high need; overview of the uses of the Court Clerk Handbook,
51% (91 out of 177) indicated high value with 42% (75 out of 177) high need; and how to use
legal reference materials (e.g. statutes, Supreme Court Rules, etc), 50% (89 out of 177) indicated
high value with 47% (83 out of 175) high need. Since the percentage of need for learning was

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Employee Handbook which provides employees information regarding employment, salaries and
payroll, working hours, benefits, and employee relations.

less than half in relation to the Court Clerk Handbook and use of legal reference materials, the number of years of service was cross tabulated with the high level need responses to determine if a significant number of the respondents are relatively new to the system. Overall, of the 66 survey respondents with five or less years of service, 38% indicated high need for learning in response to the Court Clerk Handbook topic. A slightly higher percentage, 41% of the 101 survey respondents with more than five years service provided this same response. Looking at the use of legal reference materials topic, 28% of the 66 survey respondents with five or less years of service indicated a high need for learning and 48% of the respondents with more than five years service responded the same. The lower percentage of employees with five or less years of service indicating high need for learning may be because they are not aware of the Court Clerk Handbook and/or the legal reference materials available to them.

The topics in Category I in which less than half of the respondents indicated high value/need include: Missouri Court System Overview, Office of State Courts Administrator, Working with Other State Agencies, and Committees, Boards and Commissions of the Supreme Court. It should be noted that 47% of the respondents (83 out of 176) indicated high value in response to the Missouri Court System Overview topic and 41% (71 of 175) indicated high need. Overall, of the 66 survey respondents with five or less years of service, 41% indicated high need for learning in response to this topic while 31% of the 101 survey respondents with more than five years service provided this same response.

In each category, space was provided to allow survey respondents to designate "other topics" they would like included in a training program. In Category I the "other" topics listed by respondents included: discussion of local court rules, changes in the law, computer system/statewide automation plans, employee rights and responsibilities, SWJIS (Statewide

30

Judicial Information System), computer equipment and confidentiality. While some of these topics, such as discussion of local court rules fall under topics listed on the survey (how to use legal reference materials), some clearly do not, i.e., SWJIS (information on this system would be presented as an individual topic). These topics were provided by a limited number of survey respondents but should not be overlooked as possible topics to consider in the development of the training program.
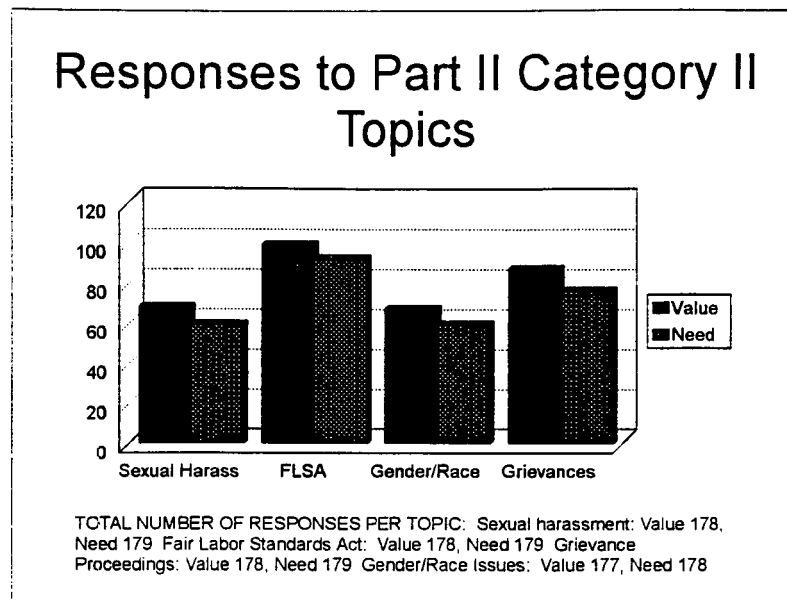
Part II/Category II

The topics listed in this category are included in Administrative Rule 7, the Circuit Court Personnel System which applies to all non-statutory, state paid circuit court employees. Appointing authorities in each office have a copy of the manual containing Administrative Rule 7 that should be made available for use by those employees to which it applies.

Somewhat surprisingly, none of these topics received exceptionally high value/need responses. Fifty-six percent (99 out of 178) of the respondents indicated high value in response to the Fair Labor Standards Act Requirements topic with 51% (92 out of 179) high need for learning. Grievance proceedings received 49% (87 out of 178) responses for high value with 42% (76 out of 179) high need. Less than half of the respondents indicated high need/value on the remaining topics, dealing with sexual harassment and dealing with gender and race issues (Illustration 5).

A cross tabulation of position and high need responses was completed to determine if lower need response rate to the sexual harassment topic could be attributed to the fact that training was provided to supervisory/management staff in 1995 on all four topics in Category II.

The results showed that of the supervisor/management positions (circuit clerk, unit manager/supervisor and account manager/supervisor), less than half (35%) of the circuit clerks

31

Illustration 5

Responses to Part II Category II Topics

TOTAL NUMBER OF RESPONSES PER TOPIC: Sexual harassment: Value 178, Need 179 Fair Labor Standards Act: Value 178, Need 179 Grievance Proceedings: Value 178, Need 179 Gender/Race Issues: Value 177, Need 178

and 31% of the unit manager/supervisors indicated high need responses and 75% percent (3 out of 4) of the account manager/supervisors indicated high need. The high need responses of the account manager/supervisor may indicate these particular respondents were unable to attend the 1995 program.

In regard to the gender/race topic, a cross tabulation of court location (rural or urban) and high need for learning was completed. The results found that 25% (15 out of 60) of the respondents from the rural courts indicated a high need for learning this topic while 41% (43 out of 104) of their urban counterparts gave this same response.

Part II/Category III

The topics is this category encompass basic communication skills necessary for court staff to provide effective service. For all of these topics, over half of the respondents indicated high value to their work with only slightly less than half indicating high need for learning on spelling/grammar refresher, telephone communication skills and written communication (Illustrations 6 and 7).
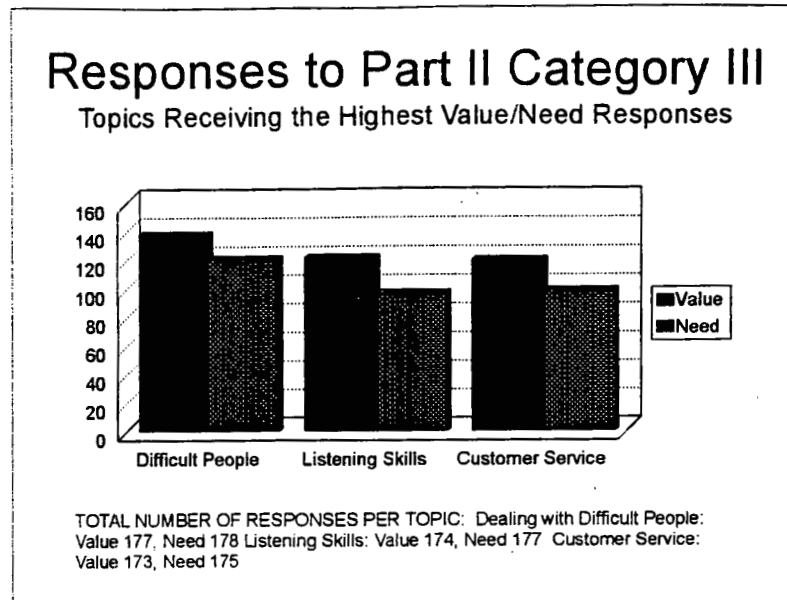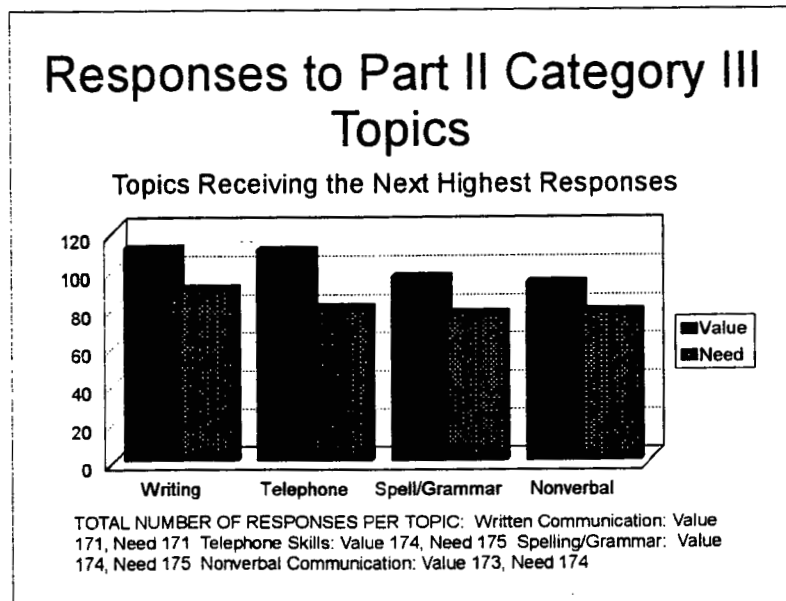
32

Illustration 6

Responses to Part II Category III
Topics Receiving the Highest Value/Need Responses

[Bar chart with categories: Difficult People, Listening Skills, Customer Service. Legend: Value, Need. Y-axis 0 to 160.]

TOTAL NUMBER OF RESPONSES PER TOPIC: Dealing with Difficult People: Value 177, Need 178 Listening Skills: Value 174, Need 177 Customer Service: Value 173, Need 175

Illustration 7

Responses to Part II Category III Topics
Topics Receiving the Next Highest Responses

[Bar chart with categories: Writing, Telephone, Spell/Grammar, Nonverbal. Legend: Value, Need. Y-axis 0 to 120.]

TOTAL NUMBER OF RESPONSES PER TOPIC: Written Communication: Value 171, Need 171 Telephone Skills: Value 174, Need 175 Spelling/Grammar: Value 174, Need 175 Nonverbal Communication: Value 173, Need 174

One respondent completed the "other" topic indicating high value/need for training in the area of personal hygiene and professionalism, both in appearance and conduct.
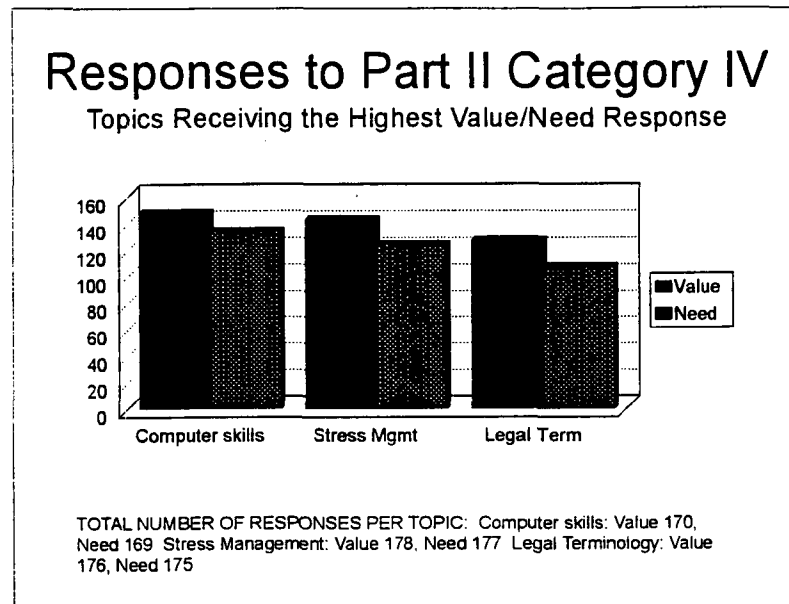
Part II/Category IV

The topics in this category may be classified under personal development. Sixty-five to

33

eighty-seven percent of the respondents rated these topics as having high value to their work. The response to need for learning was similarly high with a range of 52% to 79% (Illustration 8 and 9).
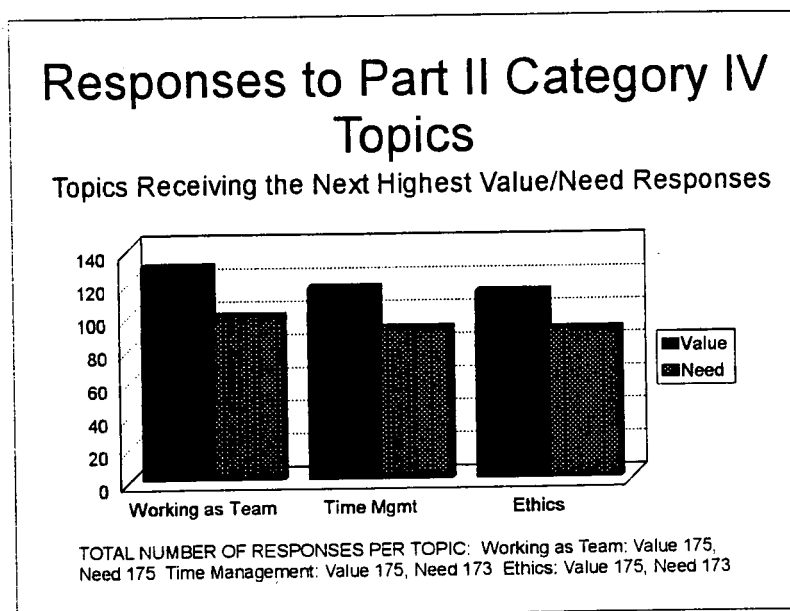
Illustration 8

Responses to Part II Category IV
Topics Receiving the Highest Value/Need Response

TOTAL NUMBER OF RESPONSES PER TOPIC: Computer skills: Value 170, Need 169 Stress Management: Value 178, Need 177 Legal Terminology: Value 176, Need 175

The actual numbers are as follows: computer skills, high value 87% (148 out of 170) with high need 79% (134 out of 169); stress management, high value 80% (143 out of 178) with high need 70% (124 out of 177); working in a team, high value 74% (129 out of 175) with high need 57% (99 out of 175); legal terminology, high value 72% (127 out of 176) with high need 61% (107 out of 175); time management, high value 66% (116 out of 175) with high need 53% (91 out of 173); and ethics, high value 65% (113 out of 175) with high need 52% (90 out of 173).

It should be noted that computer skills received the highest rankings as to value and need. In the comments section of Part III, several respondents make reference to the fact that judges are currently offered computer training by the Office of State Courts Administrator as part of the

Illustration 9

Responses to Part II Category IV Topics

Topics Receiving the Next Highest Value/Need Responses

	Value	Need
Working as Team	~138	~108
Time Mgmt	~125	~100
Ethics	~122	~100

TOTAL NUMBER OF RESPONSES PER TOPIC: Working as Team: Value 175, Need 175 Time Management: Value 175, Need 173 Ethics: Value 175, Need 173

programming developed by the Judicial Education Committee[37] but other court staff have not been provided this opportunity.

<u>Part II/Category V</u>

These topics primarily deal with personnel management skills. It was anticipated that supervisor/management staff would rate these topics high value/need with the exception perhaps, that topics addressed at training provided in 1995 would not receive high need responses. Topics presented at the training that were also addressed in the survey included: recruitment and selection of employees, employee discipline, termination, leadership skills, motivation and conflict management. This assumption proved not to be true as indicated by the following results.
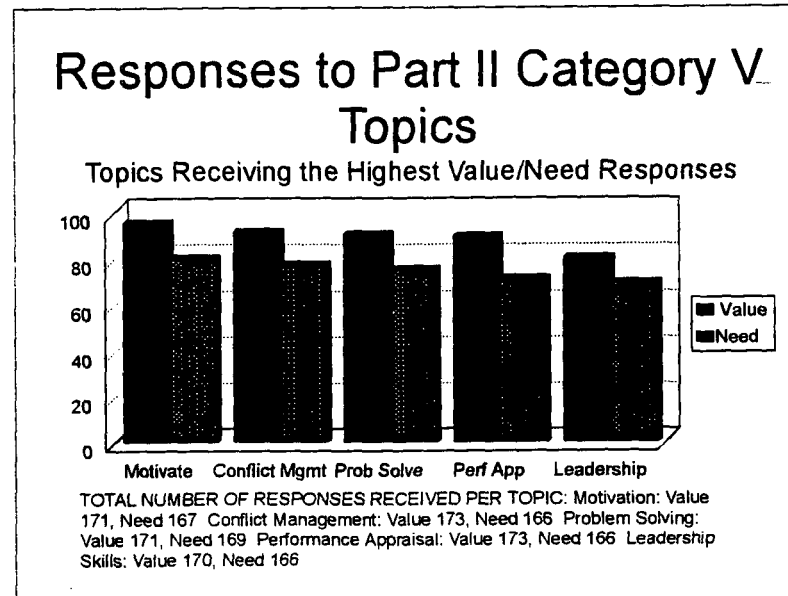
Topics in this category receiving the highest value/need responses include: motivation, high value 56% (95 out of 171) and high need 48% (80 out of 167); managing conflict in the

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[37]The Judicial Education Committee is responsible for planning and implementing continuing legal education programming for all state trial and appellate judges.

office, high value 53% (91 out of 173) and high need 46% (77 out of 166); problem solving, high

value 53% (90 out of 171) and high need 44% (75 out of 169); performance appraisal, high value

51% (89 out of 173) and high need 43% (71 out of 166); and leadership skills, high value 47%

(80 out of 170) and high need 54% (69 out of 166) (Illustration 10).

Cross tabulation of position with high need revealed the following positions with high

need for learning responses: motivation, 52%-92% of management/supervisor staff,[38] record

clerk, data processing staff and other;[39] managing conflict in the office, 50%-75% of

management/supervisor staff, account clerk and other; problem solving with staff, 50%-92% of

management/supervisor staff, account clerk, other staff, and record clerk; performance appraisal,

57%-75% of management/supervisor staff, record clerk, other staff, and account clerk;

leadership skills, 50-85% of management/supervisor staff, account clerk, and other staff.

Illustration 10

Responses to Part II Category V Topics

Topics Receiving the Highest Value/Need Responses

TOTAL NUMBER OF RESPONSES RECEIVED PER TOPIC: Motivation: Value 171, Need 167 Conflict Management: Value 173, Need 166 Problem Solving: Value 171, Need 169 Performance Appraisal: Value 173, Need 166 Leadership Skills: Value 170, Need 166

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[38]This includes circuit clerks, unit manager/supervisor, and account manager/supervisor.

[39]This category includes at least 3 positions which likely have supervisor responsibilities.

The topics in Category V in which less than half of the respondents indicated high value/need include: personnel records, discipline, delegation, project management, interviewing, hiring, and recruitment (Illustrations 11 and 12).

It should be noted that when cross tabulation of position and need for learning was completed, 54%-85% of management/supervisor staff responding to the survey rated all of these topics high need with the exception of personnel records.
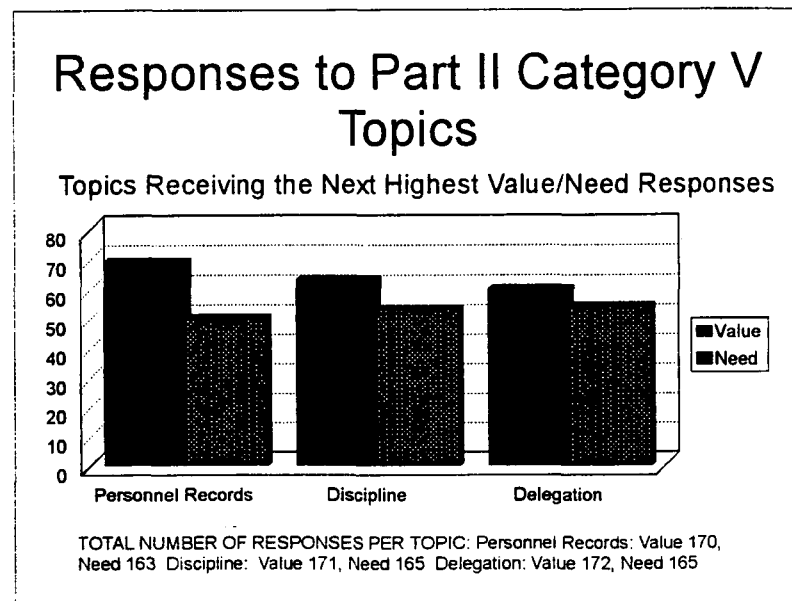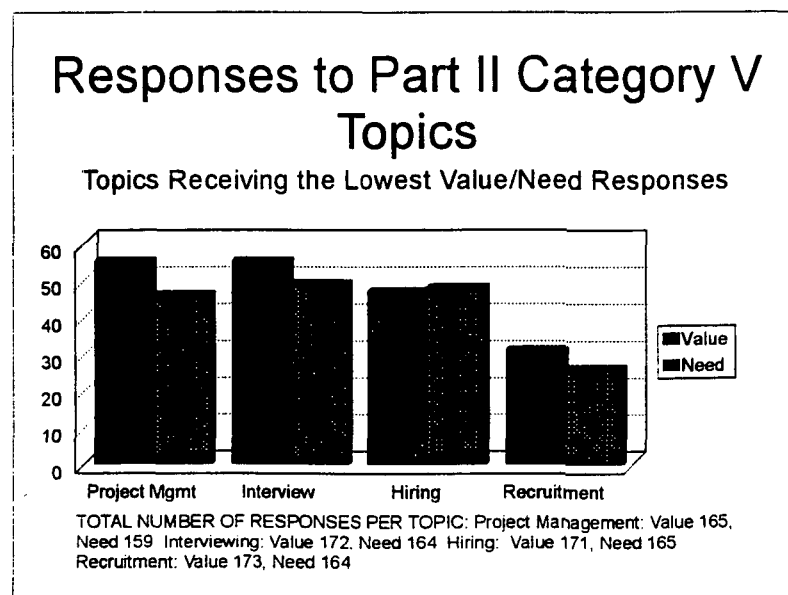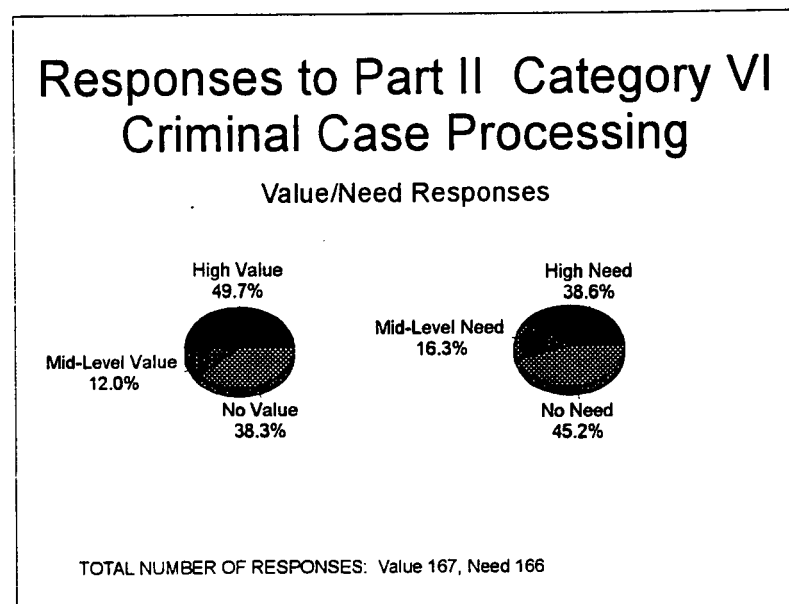
Illustration 11

Responses to Part II Category V Topics

Topics Receiving the Next Highest Value/Need Responses

TOTAL NUMBER OF RESPONSES PER TOPIC: Personnel Records: Value 170, Need 163 Discipline: Value 171, Need 165 Delegation: Value 172, Need 165

Illustration 12

Responses to Part II Category V Topics

Topics Receiving the Lowest Value/Need Responses

TOTAL NUMBER OF RESPONSES PER TOPIC: Project Management: Value 165, Need 159 Interviewing: Value 172, Need 164 Hiring: Value 171, Need 165 Recruitment: Value 173, Need 164

Part II/Category VI

The topics in this category are specific to the actual case processing activities conducted by court staff. In reviewing these findings, consideration was given to court type, court location and position.
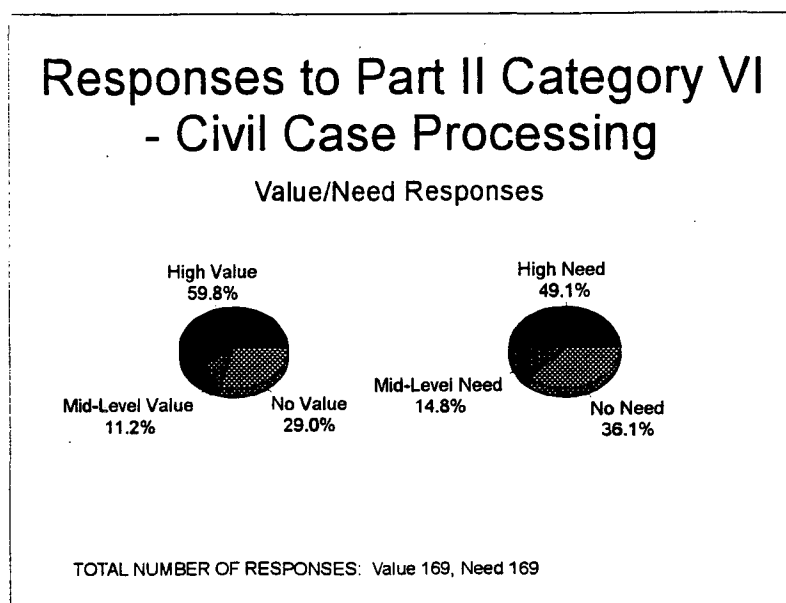
Criminal Case Processing: As shown in Illustration 13, 50% of the respondents indicated high value of this topic to their work while 39% indicated high need. When this information was further analyzed, the cross tabulation with court type (circuit, associate, probate) revealed that 64% of the respondents from the circuit courts have a high need for learning this topic. This could be attributed to fact that the circuit division court does not handle as many criminal cases as the associate division and that the criminal cases bound over to the circuit division are generally more complicated. Other cross tabulations such as position and years of service with response to need were not significant.

Illustration 13

Responses to Part II Category VI
Criminal Case Processing

Value/Need Responses

High Value
49.7%

High Need
38.6%

Mid-Level Need
16.3%

Mid-Level Value
12.0%

No Value
38.3%

No Need
45.2%

TOTAL NUMBER OF RESPONSES: Value 167, Need 166

Civil Case Processing: As shown in Illustration 14, 60% of the respondents indicated high value of this topic to their work while 49% indicated high need for learning. Further
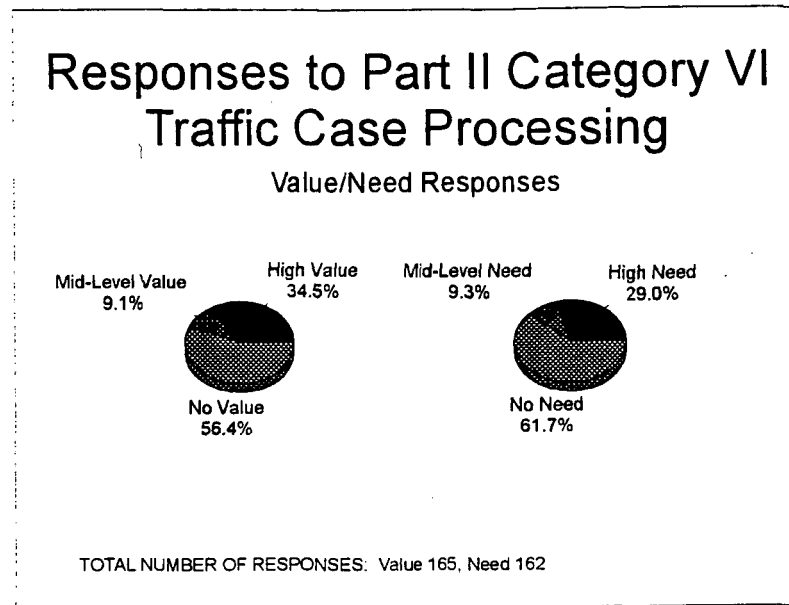
analysis revealed that of the respondents with five or less years of service with the judiciary, 56% indicated high need for learning while 37% of the respondents with more than five years of service provided this same response. Cross tabulation with position found that between 57%-100% of the account clerks, other, accounting manager/supervisor and data processing staff indicated the high need response for learning this topic.
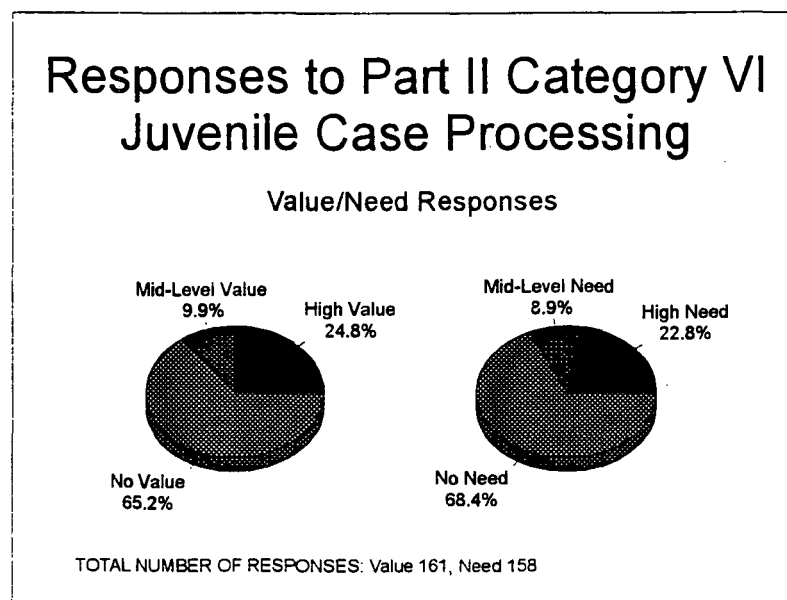
Illustration 14

Responses to Part II Category VI - Civil Case Processing

Value/Need Responses

High Value
59.8%

High Need
49.1%

Mid-Level Need
14.8%

Mid-Level Value   No Value   No Need
11.2%   29.0%   36.1%

TOTAL NUMBER OF RESPONSES: Value 169, Need 169

Traffic Case Processing: As shown in Illustration 15, 56% of the respondents indicated no value to their work and 62% indicated no need for learning this topic. When this information was analyzed with court type (circuit, associate, probate) it was found that 24% of the 110 respondents from the circuit courts and 58% of the respondents from the associate division indicated high value to their work. Likewise, in response to the need for learning, 21% of the 100 respondents from the circuit courts and 44% of the respondents from the associate division indicated high need for learning. The higher percentage of value and need is consistent with the fact that the associate division is responsible for traffic case processing.

Illustration 15

Responses to Part II Category VI
Traffic Case Processing

Value/Need Responses

Mid-Level Value 9.1% | High Value 34.5% | Mid-Level Need 9.3% | High Need 29.0%

No Value 56.4% | No Need 61.7%

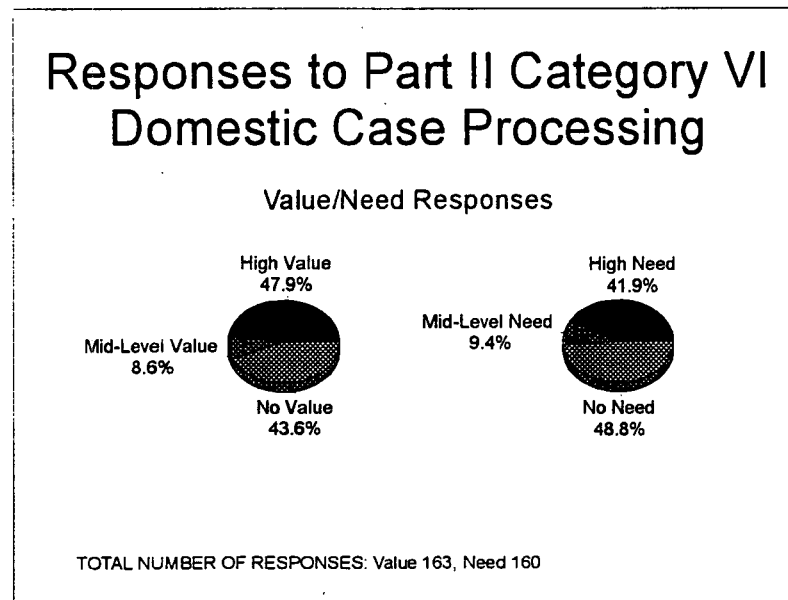TOTAL NUMBER OF RESPONSES: Value 165, Need 162

Juvenile Case Processing: As shown in Illustration 16, 25% of the respondents indicated

high value of this topic to their work and 23% indicated high need for learning this topic.

Further analysis with court type revealed no significant findings. This low response rate was

anticipated as juvenile cases make up a small fraction of cases assigned to the circuit division.

Illustration 16

Responses to Part II Category VI
Juvenile Case Processing

Value/Need Responses

Mid-Level Value 9.9% | High Value 24.8% | Mid-Level Need 8.9% | High Need 22.8%

No Value 65.2% | No Need 68.4%

TOTAL NUMBER OF RESPONSES: Value 161, Need 158

Domestic Case Processing: As shown in Illustration 17, 48% of the respondents indicated high value of this topic to their work and 42% indicated high need for learning. Further analysis of the high need for learning responses with court type (circuit, associate, probate) found that 51% of the respondents from the circuit division indicated a high need for learning. This is consistent with the assignment of these cases to the circuit division.
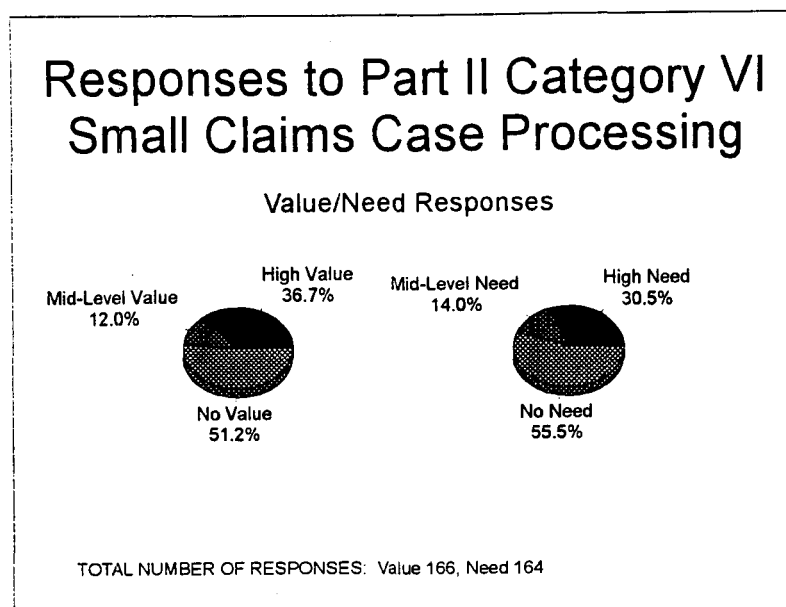
Illustration 17

Responses to Part II Category VI
Domestic Case Processing

Value/Need Responses

High Value
47.9%

High Need
41.9%

Mid-Level Need
9.4%

Mid-Level Value
8.6%

No Value
43.6%

No Need
48.8%

TOTAL NUMBER OF RESPONSES: Value 163, Need 160

Small Claims[40] Case Processing: As shown in Illustration 18, 37% of the respondents indicated a high value to their work and 31% indicated high need for learning. When this information was further analyzed with court type (circuit, associate, probate) the findings revealed that 49% of the associate division respondents indicated high need for learning while 20% of the circuit division respondents indicated this same need. This finding is consistent with the fact that the associate division is responsible for small claims case processing.

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[40]Civil claims under $3,000.

Illustration 18

Responses to Part II Category VI Small Claims Case Processing

Value/Need Responses

Mid-Level Value
12.0%

High Value
36.7%

Mid-Level Need
14.0%

High Need
30.5%

No Value
51.2%

No Need
55.5%

TOTAL NUMBER OF RESPONSES: Value 166, Need 164

Probate Case Processing: As shown in Illustration 19, 55% of the respondents indicated no value (1 or 2 ranking) to their work and 60% indicated no need for learning. Further analysis with court type found that 85% of the probate division respondents and 38% of the associate division respondents indicated high value of this topic to their work. Analysis of court type with need for learning revealed that 74% of the probate division respondents and 40% of the associate division respondents indicated high need for learning this topic. The high value/need responses of the probate division staff are obvious while the associate division responses can be attributed to the fact that in the majority of rural courts, the probate and associate divisions are in one office.

Record Retention and Destruction: As shown in Illustration 20, 42% of the respondents indicated high value of this topic to their work while 41% indicated high need for learning. Further analysis with court location (rural/urban) found that 53% of the respondents from the rural courts and 27% of the respondents from the urban courts indicated a high need for learning this topic. While the urban courts process significantly more cases than the rural courts, they are

42

Illustration 19

Responses to Part II Category VI
Probate Case Processing

Value/Need Responses

Mid-Level Value
11.0%

High Value
34.1%

Mid-Level Need
7.4%

High Need
33.1%

No Value
54.9%

No Need
59.5%

TOTAL NUMBER OF RESPONSES: Value 164, Need 163

Illustration 20

Responses to Part II Category VI
Record Retention and
Destruction

Value/Need Responses

High Value
41.9%

High Need
40.8%

Mid-Level Value
15.6%

Mid-Level Need
17.8%

No Value
42.5%

No Need
41.4%

TOTAL NUMBER OF RESPONSES: Value 167, Need 167

generally more advanced in terms of technology and would typically have case information computerized. Out of necessity, the urban courts may also have an active record retention and destruction schedule and also have staff assigned to these particular responsibilities. These factors may or may not be significant in relation to these responses.

43

Caseflow Management: As shown in Illustration 21, 46% of the respondents indicated high value of this topic to their work and 36% indicated high need for learning. The value and need for learning was further analyzed with years of service to determine if this was significant in terms of the responses. This analysis revealed that of the respondents indicating high value for learning, 33% have served in the judiciary 5 or less years while 67% have served more than 5 years (Illustration 22). Of the respondents indicating high need for learning, 32% have served in the judiciary 5 or less years while 68% have served more than 5 years (Illustration 23). These finding may be significant in that court staff with more experience have a better understanding of the need for caseflow management.

Illustration 21

Response to Part II Category VI - Caseflow Management
Value/Need Responses

High Value
45.8%

High Need for learning
35.6%

Mid Level Need
20.9%

Mid Level Value
19.0%

No Value
35.1%

No Need for learning
43.6%

TOTAL NUMBER OF RESPONSES RECEIVED: Value 168, Need 163

Illustration 22

Response to Part II Category VI Caseflow Management

High Value Responses by Years of Service

< = 5 Years Service
32.9%

> 5 Years Service
67.1%

Of the 182 surveys received, only 168 responded to this question

Illustration 23

Response to Part II Category VI Caseflow Management

High Need Responses by Years of Service

< = 5 Years Service
32.1%

> 5 Years Service
67.9%

Of the 182 surveys received, only 168 responded to this question

Sound Recording/Transcripts: As shown in Illustration 24, 40% of the respondents indicated high value of this topic to their work and 33% indicated high need for learning. When this information was further analyzed with court type, the findings showed that 42% of the associate division respondents, 41% of the probate respondents and 32% of the circuit division

respondents indicated high value to their work. Analysis of high need for learning and court type revealed that 41% of the probate division respondents, 31% of the associate division respondents and 25% of the circuit division respondents indicated a high need for learning. While these numbers are not significantly high, the greater percentage of respondents from the associate and probate divisions on both value and need was expected as these divisions typically utilize sound recording technology to make the record while the circuit divisions utilize court reporters.

Illustration 24

Responses to Part II Category VI Sound Recording/Transcripts

Value/Need Responses

High Value 40.0%
Mid-Level Value 15.8%
No Value 44.2%

Mid-Level Need 16.8%
High Need 32.9%
No Need 50.3%

TOTAL NUMBER OF RESPONSES: Value 165, Need 161
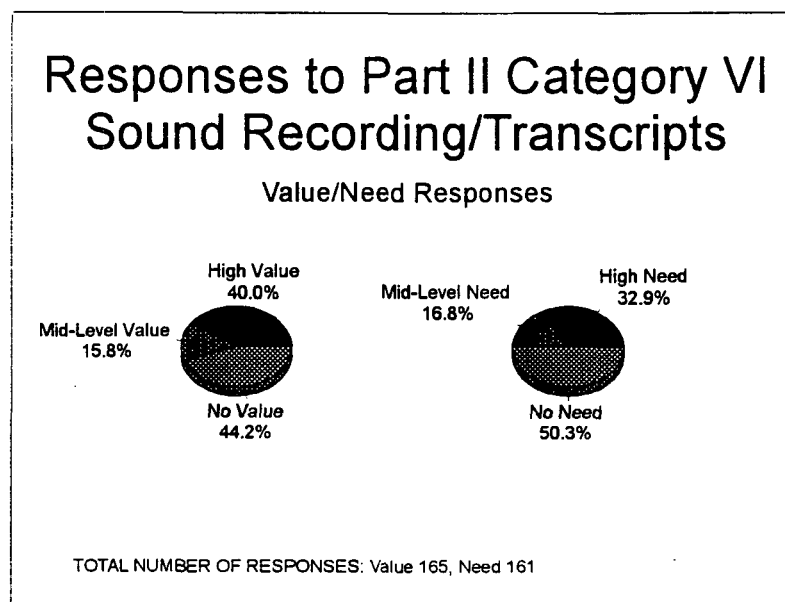
Jury Management: As shown in Illustration 25, 26% of the respondents indicated high value to their work and 23% indicated high need for learning. Further cross tabulation of the value and need with court type revealed no significant findings. This low response could be relative to the fact that generally in the rural courts, a particular clerk is assigned to jury management and in the urban courts one specific unit is assigned this responsibility.

Financial Accounting: As shown in Illustration 26, 47% of the respondents indicated high value of this topic to their work and 37% indicated high need for learning. Cross tabulation

of high value with positions revealed that 65% of the circuit clerks, 54% of the unit

managers/supervisors and 57% of the account clerks responding to the survey indicated high

value of this topic to their work. Analysis of need for learning and position found that 47% of

the circuit clerks, 46% of the unit managers/supervisors and 50% of the account clerks

responding to the survey indicated high need for learning financial accounting information.

Illustration 25

Responses to Part II Category VI
Jury Management

Value/Need Responses

Mid-Level Value
11.8%
High Value
26.1%
Mid-Level Need
10.8%
High Need
23.4%

No Value
62.1%
No Need
65.8%

TOTAL NUMBER OF RESPONSES: Value 161, Need 158

Illustration 26

Responses to Part II Category VI
Financial Accounting

Value/Need Responses

High Value
46.6%
High Need
36.7%
Mid-Level Value
13.7%
Mid-Level Need
19.0%

No Value
39.8%
No Need
44.3%

TOTAL NUMBER OF RESPONSES: Value 161, Need 158

47

Part III/Survey Results

Part III of the survey was divided into five (5) different sections that covered information relating to preferences regarding reimbursement for cost of attending training, the value of a basic orientation program, the use of the Court Clerk Handbook, the value of a lending library and finally, additional comments regarding training needs not addressed in the survey.

The four (4) questions in Section 1 of Part III asked court staff to respond to issues relating to reimbursement for cost of attending training. This information is significant to overall development of a training program in considering if a decrease in reimbursement would impact attendance.[41]

Section I of Part III

The first question in this section asked court staff to indicate how important the current mileage and meal reimbursement is to their attendance at training programs provided by OSCA As show in Illustration 27, 32% (58 out of 182) of the respondents indicated that reimbursement is somewhat important to their attendance, 26% (48 out of 182) indicated very important, 17% (31 out of 182) indicated not very important, 15% (27 out of 182) indicated essential, and 9% (16 out of 182) indicated not at all important. Examining the essential and very important responses indicates the largest percentage group (41%) in the need for reimbursement of expenses. This would indicate that attendance at future training programs may be significantly reduced if mileage and meal reimbursement is not provided.

Question 2 asked court staff to respond to the extent to which they would favor reducing the amount of mileage and meal reimbursement if other training opportunities could be made

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[41]Currently, court staff are reimbursed by OSCA for mileage and provided lunch at the Regional Clerk Training Program. Supervisors/managers attending the 1995 special topics training were asked to pay for lunch and breaks.

48

available with the reallocated funds. As shown in Illustration 28, the responses to this
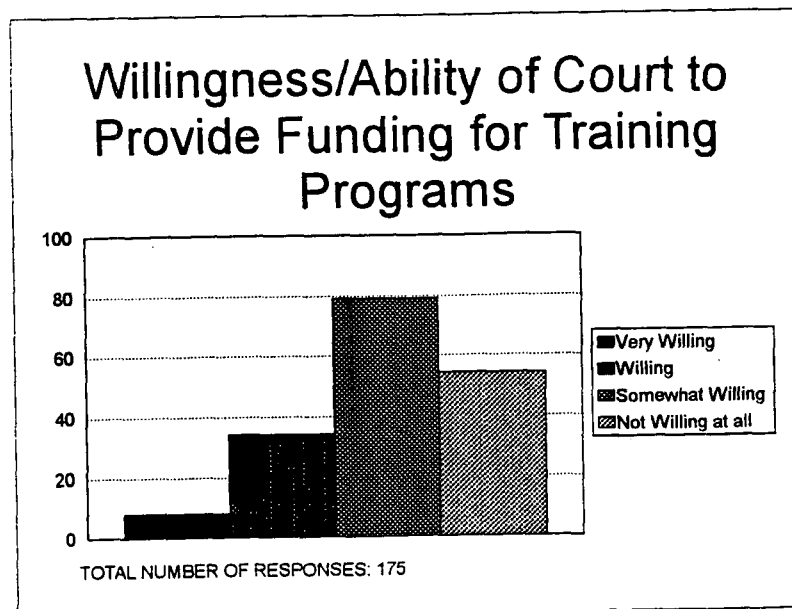
Illustration 27

Importance of Mileage/Meal Reimbursement to Attendance at Current Training Programs

Legend:
- ■ Essential
- ■ Very Important
- ▓ Somewhat Important
- ▓ Not Very Important
- ▢ Not at all Important
- ▢ No Response

TOTAL NUMBER OF RESPONSES: 180
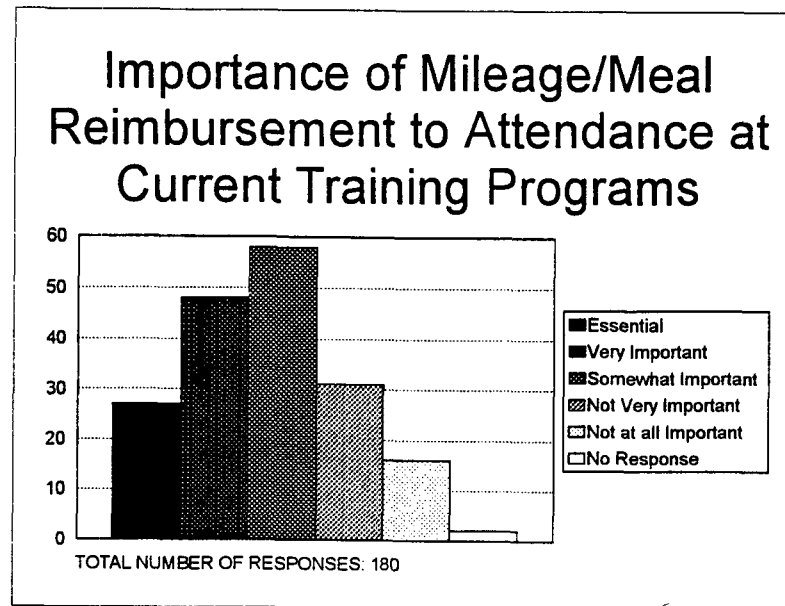
question were spread out nearly equally, 32% (57 out of 177) favor, 33% (59 out of 177)

somewhat favor, and 29% (52 out of 177) don't favor reallocation of the reimbursement funds

for other training opportunities.

Illustration 28

Reduction of Mileage/Meal Reimbursement to Increase Availability of Training Opportunities

Legend:
- ■ Very Much Favor
- ■ Favor
- ▓ Somewhat Favor
- ▓ Don't Favor at all

TOTAL NUMBER OF RESPONSES: 177

49
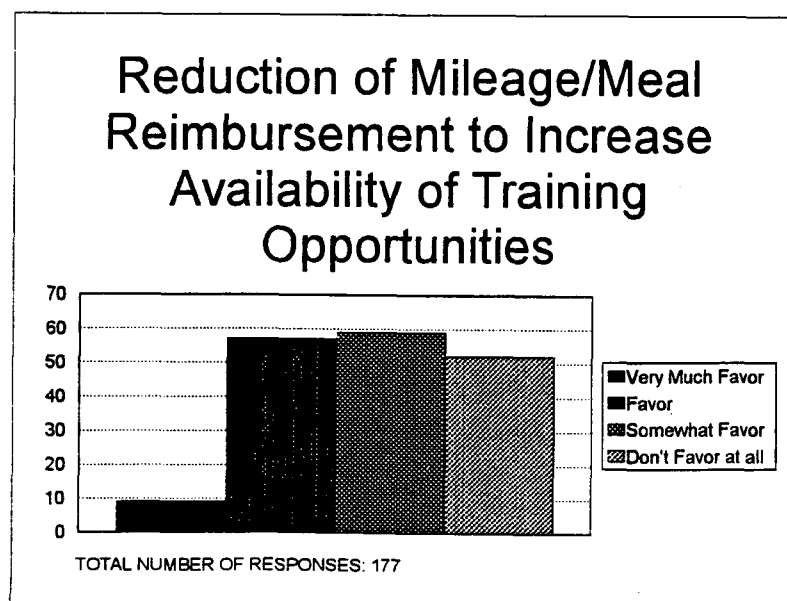
The third question in this section asked respondents to indicate the willingness of the respective courts to provide funding for their training. As shown in Illustration 29, the highest number of respondents, 45% (79 out of 175) indicated that their court would be somewhat willing to provide funding. The next highest percentage of responses, 31% (54 out of 175) indicated that their court would not be willing to provide funding at all. At the other end of the scale, a small number of respondents 19% (34 out of 175) and 5% (8 out of 175) indicated that their courts would be willing and very willing respectively, to provide funding.

Illustration 29

Willingness/Ability of Court to Provide Funding for Training Programs

■Very Willing
■Willing
▩Somewhat Willing
▨Not Willing at all

TOTAL NUMBER OF RESPONSES: 175

Finally, question four (4) asked respondents to indicate their own willingness to pay the cost of attending training programs offered by OSCA. As shown in Illustration 30, 53% (94 out of 176) indicated that they would be willing to pay their own cost of attending training. Thirty-five percent (61 out of 176) indicated that they would be somewhat willing to pay while 11% (19 out of 176) were willing and 1% (2 out of 176) were very willing to pay.

Illustration 30

Willingness to Personally Pay Training Expenses

TOTAL NUMBER OF RESPONSES: 166

Legend: Very Willing, Willing, Somewhat Willing, Not Willing at all
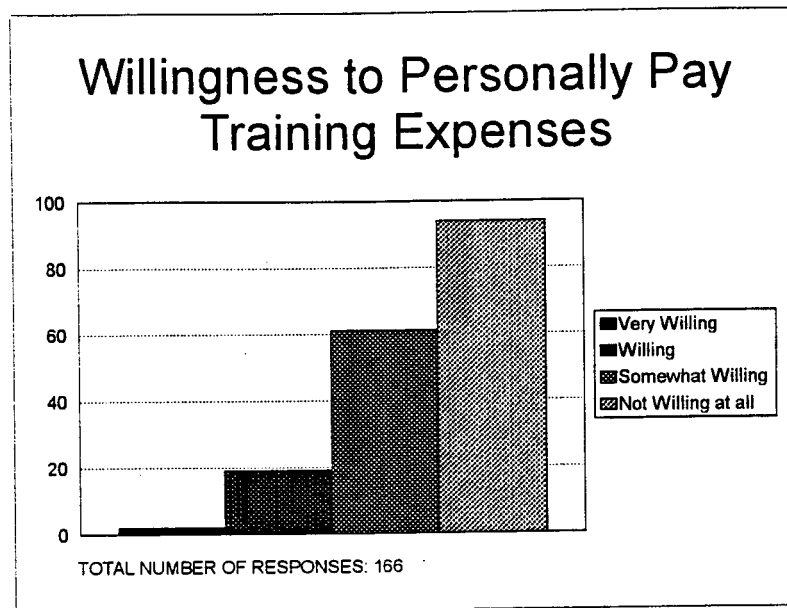
Section II of Part III

This section pertains to development of a basic orientation program for all court staff. As indicated on the survey, the need to develop this program was discussed during a meeting with members of the Circuit Clerks and Recorders Association and the Missouri Association of Probate and Associate Circuit Court Division Clerks.

The first question in this section asked respondents to indicate the value of a basic orientation program for new court staff. Of the 181 responses to this question, the combined total of valuable and very valuable was 78% (141). Nineteen percent of the respondents felt the program would be somewhat valuable and 3% indicated that the program would not be valuable at all for new court staff.

The next question asked court staff to comment on whether the basic orientation program should be required or optional for all new court staff. One hundred seventy-nine responses were received indicating that 67% felt the program should be required and 33% thought it should be optional.

51

The last question in this section asked if the program should be open to all court staff regardless of length of employment with the court. All 182 of the respondents completing the survey responded to this question with 84% indicating that the program should be open to all court staff and 16% thought that it should not be open.

Section III of Part III

In this section court staff were asked to comment about their utilization of a current resource developed and distributed by OSCA, the Court Clerk Handbook. These questions are significant to development of training in that lack of use may indicate that court staff are not properly informed of the resources available for their use. Responses to the question regarding use of this resource in a computerized format is also significant in that training would likely need to be developed regarding use of the Court Clerk Handbook in this form.

The first question in this section asked respondents to indicate how often they consult the Court Clerk Handbook. Eighty-three percent (140 out of 169) responded that they consult the handbook less than once per week. Sixteen percent (27 out of 169) indicated that they consult the handbook 1-4 times per week while 1% (2 out of 169) consult the handbook on a daily basis.

The next question in this section asked respondents to indicate any changes that might occur in their use of the handbook if it were put on computer disks so that more efficient and timely updates could be completed. Forty-eight percent (82 out of 172) of the respondents indicated that their use would be about the same while 40% (69 out of 172) thought their use would be greater. Six percent (11 out of 172) felt they would use the handbook less and 6% (10 out of 172) responded that their use would be less due to lack of adequate automation. The comments from this section, included in full in Appendix 6 of this report ranged from, "It would be easier to access the information from the computer" to "What is it? I do not have a Court

Clerk Handbook."

Section IV of Part III

This section consist of two questions that ask respondents to comment on the value of a lending library that would include books, videotapes, forms, checklists and other reference materials and how frequently they would use such a resource. Of the 177 responses to the question on value of this resource, just over half, 51% (91 out of 177) thought the lending library would be somewhat valuable and 18% (32 out of 177) indicated it would be valuable. At the other end of the scale, 25% (44 out of 177) felt the lending library would not be very valuable and 6% (10 out of 177) thought it would not be valuable at all. In response to the question on frequency of use, 71% (122 out of 173) thought they would use the lending library occasionally while 13% (22 out of 173) felt they would use it frequently. Seventeen percent (29 out of 173) indicated that they would not use the lending library at all.

Section V of Part III

The final question of Part III and the survey asked court staff to comment on training needs that were not covered in the survey. Many of these comments reflect concerns of the respondents regarding possible funding disparities of training for court staff and judges which will need explanation in terms of the budget allocations. Additionally, the comments in this section reflect that court staff are supportive of training for new employees and will be supportive of the Clerk Training Academy. The comments are included in full in Appendix 7 of this report.

CONCLUSION

The data indicates that some topics are valued and needed by the majority of court staff responding to the survey. As stated previously, these topics could receive priority in development and presentation and would presume to meet the needs of the majority of court staff. However, not surprisingly, cross tabulation of the responses to some of the topics that did not rank high overall with demographics found that court staff with specific responsibilities to a particular area ranked these topics as high value and need. These topics should not be overlooked in terms of development and presentation but rather offered only to court staff who need the courses due to their particular work assignments.

In regard to level of presentation, the data suggest that for some topics, there is a need to develop introductory, intermediate and advanced courses. The responses to level of presentation are also somewhat revealing in that, for topics such as committees, boards and commissions of the Supreme Court that received a low value/need ranking, 63% of the respondents indicated that they preferred the introductory level. This could indicate that the low value/need response results from lack of knowledge/understanding regarding this topic.

The responses to method of presentation indicate that while lecture appears to be preferred by a number of the respondents, other methods should be incorporated into the course. Further, this information revealed that a number of staff could receive the information through self study which would cut down on the cost and time of attending a program outside the office.

Recommendations

Much of the fate of the Court Clerk Training Academy is dependent upon the approval of the judiciary's FY 96-97 decision item. If the decision item is approved, the Office of State Courts Administrator will have appropriations to hire two professional staff and one secretary

54

with responsibilities for program design and implementation. The decision item also includes $50,000 to establish the program (course design, contracts for consultant services, curriculum committee expenses, brochures, and course materials) and $16,705 in one-time expenses.

If the decision item is not approved, the Office of State Courts Administrator is faced with the challenge of initiating a court staff training program with limited funding and staff resources. While this is not out of the realm of possibilities, it will require that a decision be made as to what part of the program takes priority.

The following recommendations take into consideration both the thumbs up response to the decision item and the alternative.

Assuming that the decision item for the Court Clerk Training Academy will be approved, the writer recommends that the Court Clerk Training Academy Committee begin by determining program structure. This would involve consideration of such issues as requiring all court clerk staff to complete specific courses similar to the programs in Utah and Colorado, development of courses under categories such as mandatory, skill based, and personal development and design of a process to guide supervisors/managers and employees in decision making regarding program attendance.

If a decision is made to make some courses mandatory, these courses will need to be identified and the goals and objectives of learning defined which will serve as a guide for content development. These courses would likely include both skill based and personal development. A basic orientation program is also recommended by the writer as a mandatory course. Realistic time frames for course completion will need to be developed considering that there are over 1,500 court clerks in Missouri. Some thought may need to be given to developing a "train the trainers" program similar to Utah so that persons other than OSCA staff could present mandatory

courses. It will also be necessary to decide if any or all of the mandatory courses will be waived for court staff who have served a set number of years in the judiciary.

The remaining curriculum, that is, those courses that would not be considered mandatory, could be developed utilizing the remaining topics that were rated high (4-5) value/need on the survey. These courses could be divided into skill based and personal development categories. The topics that are specific to supervisory/management staff could be categorized as "professional development."

If the decision item is not approved, the writer recommends that, at a minimum, an orientation program be developed as well as a regular schedule of computer training courses. The orientation program could be developed with existing staff resources at OSCA, utilizing relevant information from the circuit clerk orientation program and an orientation video currently in production.

A computer training room is now available at OSCA and could be more fully utilized by expanding courses offered to clerks. The issue of staff resources to teach the computer training courses is somewhat problematic. This issue may be resolved by utilizing available funding to hire trainers outside the organization.

Finally, the writer recommends that program evaluation begin immediately in order to track the success of the program. This would include feedback from the participants upon program completion, employee evaluations completed by supervisors, ratings from the customers of the courts and other measures related to case processing.

APPENDICES

ASSESSMENT OF TRAINING/DEVELOPMENT NEEDS OF MISSOURI STATE COURT JUDICIAL STAFF

Part I: This section is designed to let us know some things about the context of your work, your level of education and experience as a clerk/manager in the judiciary. Please complete the following items by filling in the requested information or checking the option which applies to you.

1.   **Type of Court**:____Circuit ____Associate ____Probate

2.   **Location**: ____Rural ____Urban

3.   **Position**:

____Circuit Clerk   ____Court Clerk (*case processing, including probate*)
____Unit Manager/Supervisor   ____Accounting Manager/Supervisor
____Personnel   ____Administrative Assistant/Secretary
____Legal Staff   ____Data processing staff
____Account Clerk   ____Record clerk
____Other, please specify_____

_____

4.   **Number of Years with the Missouri Judiciary**:____

5.   **Highest Education Level Attained**:

____High School or Equivalency diploma   ____Bachelor's Degree
____Technical/Vocational certificate   ____Master's Degree
____Some College (no degree)   ____Juris Doctorate
____Associate Degree   ____Other_____

6.   **Field of Concentration for Highest Education Level After High School or Equivalency Degree**

____Management   ____Education
____Public Administration   ____Criminal Justice
____Accounting   ____Paralegal
____Business Administration   ____Secretarial
____Economics
____Other_____

Part II: On the following pages are six categories for Judicial Staff Training/Development. The topics listed under each category were included based on feedback received from evaluations of previous staff training programs provided by OSCA, information received from staff during on-site visits to the courts and phone calls, and from training programs provided by administrative offices in other states. Each category also includes space to indicate other topics you are interested in as part of a training program. Please evaluate each topic in the categories using the following criteria:

Value: *Rate each topic on a 1 to 5 scale with:*

- *1 indicating NO value to you in your work*
- *5 indicating VERY HIGH value to you in your work*

Need: *Rate each topic on a 1 to 5 scale with:*

- *1 indicating you have NO need for learning this topic*
- *5 indicating you have a VERY HIGH need for learning this topic*

Level: *Indicate whether for you the topic should be at:*

I = an Introductory level   M = an Intermediate Level   A = an Advanced Level

Method of Presentation: *Indicate whether for you the topic should be presented as:*

L = Lecture   *R= Role Plays*
P = Panel Discussion   *C = Case Study and Discussion*
S = Self Study Materials

(A reminder of the Ratings are included on each page)

EXAMPLE

TOPIC	Value	Need	Level	Method
Civil case processing from A to Z	4	4	M	L

CATEGORY I:

	Value	Need	Level	Method
Missouri Court System Overview				
Office of State Courts Administrator				
Statutory Duties/Responsibilities of the Clerk				
Working with other state agencies (e.g., DOR, Highway Patrol, OA, etc)				
How to Use Legal Reference Materials (e.g. statutes, Supreme Court Rules, etc)				
Overview of the uses of the Court Clerk Handbook				
Committees, Boards & Commissions of the Supreme Court				
Insurance & other employee benefits				
Vacation/sick & other types of leave				
Salary, pay periods, pay increases				
Transfers, promotions and job posting				
Availability of Training and Development				
Other topic:_____				
Other topic:_____				
Other topic:_____				

CATEGORY II:

	Value	Need	Level	Method
Fair Labor Standards Act Requirements (e.g., overtime, comp time issues)				
Grievance Proceedings				
Dealing with Sexual Harassment				
Dealing with Gender and Race Issues				

Value:	1 (NO *Value*) - 5 (VERY HIGH *Value*)
Need:	1 (NO *Need*) - 5 (VERY HIGH *Need*)
Level:	I (*Introductory*) or M (*Intermediate*) or A (*Advanced*)
Method of Presentation:	L (*Lecture*), P (*Panel Discussion*), C (*Case Study & Discussion*)
	R (*Role Plays*), S (*Self Study Materials*)

CATEGORY III:

	Value	Need	Level	Method
Customer Service	___	___	___	___
Dealing with Difficult/Angry People	___	___	___	___
Listening Skills	___	___	___	___
Nonverbal Communication	___	___	___	___
Spelling/Grammar Refresher	___	___	___	___
Telephone Communication Skills	___	___	___	___
Written Communication	___	___	___	___
Other topic:_____	___	___	___	___
Other topic:_____	___	___	___	___
Other topic:_____	___	___	___	___

CATEGORY IV:

	Value	Need	Level	Method
Working in a Team	___	___	___	___
Stress Management	___	___	___	___
Time Management	___	___	___	___
Legal Terminology	___	___	___	___
Ethics	___	___	___	___
Computer skills	___	___	___	___
Other topic:_____	___	___	___	___
Other topic:_____	___	___	___	___
Other topic:_____	___	___	___	___

CATEGORY V:

	Value	Need	Level	Method
Recruitment	___	___	___	___
Hiring	___	___	___	___
Interviewing	___	___	___	___
Motivation	___	___	___	___
Delegation	___	___	___	___
Discipline	___	___	___	___
Performance Appraisal	___	___	___	___
Personnel Records	___	___	___	___
Leadership Skills	___	___	___	___
Managing Conflict in the Office	___	___	___	___
Problem Solving with Staff	___	___	___	___
Project Management	___	___	___	___
Other topic:_____	___	___	___	___
Other topic:_____	___	___	___	___
Other topic:_____	___	___	___	___

CATEGORY VI:

	Value	Need	Level	Method
Criminal Case Processing from A to Z	___	___	___	___
Civil Case Processing from A to Z	___	___	___	___
Traffic Case Processing from A to Z	___	___	___	___
Juvenile Case Processing from A to Z	___	___	___	___
Domestic Case Processing from to A to Z	___	___	___	___

CATEGORY VI: (cont.)

	Value	Need	Level	Method
Small Claims Case Processing from A to Z	____	____	____	____
Probate Case Processing from A to Z	____	____	____	____
Record Retention and Destruction	____	____	____	____
Caseflow Management (scheduling, monitoring, etc)	____	____	____	____
Sound Recording/Transcripts	____	____	____	____
Jury Management	____	____	____	____
Financial Accounting from A to Z	____	____	____	____
Other topic:_____	____	____	____	____
Other topic:_____	____	____	____	____
Other topic:_____	____	____	____	____

1.   In order to better the training needs of court staff, the State Courts Administrator's Office plans to expand the level of training programs offered irregardless of whether the budget request for the Clerk Training Academy is approved. However, this can only be accomplished by reducing/eliminating reimbursement, such as mileage for staff attending these programs. Please answer the following questions about this idea.

A.   *How important is the current mileage and meal reimbursement to your attendance at the programs provided by the Office of State Courts Administrator?*

Essential	Very Important	Somewhat Important	Not Very Important	Not at all Important

B.   *To what extent would you favor reducing the amount of mileage and meal reimbursement if other training opportunities could be made available from such a reallocation of resources?*

Very Much Favor	Favor	Somewhat Favor	Don't Favor At All

C.   *To what extent do you believe your court would be willing/able to provide funding for you to attend training programs offered by the Office of State Courts Administrator?*

Very Willing	Willing	Somewhat Willing	Not Willing At All

D.   *To what extent would you be willing to pay your own cost of attending training programs offered by the Office of State Courts Administrator?*

Very Willing	Willing	Somewhat Willing	Not Willing At All

2.   A preliminary discussion of the Clerk Training Academy with members of the Circuit Clerk's Association and the Associate/Probate Clerk's Association indicated a need for basic orientation for court staff. The proposed, two day basic orientation program would cover topics similar to those listed under Part II, Category I of this survey. Please answer the following questions about this idea.

A.   *How valuable would such a program be for new court staff?*

Very Valuable	Valuable	Somewhat Valuable	Not at All Valuable

B.   *The program should be ___required for all new court staff.*
                          ___optional

C. *Should the program be open to all court staff, regardless of length of employment with the court?*

_____Yes _____No

3. **The Office of State Courts Administrator is responsible for publishing and updating the <u>Court Clerk Handbook</u>. Please answer the following questions about that publication.**

A. *I consult the <u>Court Clerk Handbook</u> (Check one):*

_____Daily
_____1-4 times per week
_____Less than once a week

If less than once a week, on average how many times do you consult it each month?_____

B. *If the <u>Court Clerk Handbook</u> were put on computer disks so that updates could be made more efficiently and provided on a more timely basis, would your use of the <u>Court Clerk Handbook</u> be (Check one):*

_____Greater than your current use?
_____About the same as your current use?
_____Less than your current use?
_____Less than current use due to lack of adequate automation?
Please tell us why you have answered this question the way you have:

_____

_____

4. **The Judicial Education Committee which provides education and training opportunities for judges is considering development of a lending library for judges and court staff consisting of books, videotapes, forms, checklists, and other reference material. Requested materials would be mailed or sent through other means (e.g., e-mail, fax) directly to you. Please answer the following questions about this idea.**

A. *How valuable do you believe this lending library would be for you?*

Valuable	Somewhat Valuable	Not Very Valuable	Not at All Valuable

B. *How frequently do you believe you would use the services of such a lending library?*

Frequently	Occasionally	Not at All

5. **Is there anything else that you would like to tell us about your training needs that has not been covered in this questionnaire?**

_____

_____

_____

_____

_____

OFFICE OF STATE COURTS ADMINISTRATOR

1105 R. Southwest Boulevard
P. O. Box 104480
Jefferson City, Missouri
65110

RONALD L. LARKIN
ADMINISTRATOR

PHONE (314)751-3585
FAX (314)751-5540

November 16, 1995

Jim Naylor
St. Clair County
P.O. Box 83
Clinton, MO   64735

Dear Jim:

Thank you for agreeing to serve as a representative of the Missouri Circuit Clerk's Association on the Clerk Training Advisory Committee. We will be scheduling a meeting for the Committee after the first of the year.

The purpose of the Committee is to work with staff from our office to create a comprehensive, systemized program of instruction in knowledge and skills for court clerks ranging from new employees to experienced supervisors. For example, at a preliminary meeting held on September 1, 1995 with representatives from both clerk associations, one area discussed was the possiblity of developing an orientation component for new employees. Another area was development of a complete training cirrculum. These were simply ideas that will be expanded on at future meetings with the enitre committee.

In the meantime, your input is needed on the enclosed survey that will be sent out to randomly selected courts. This survey is designed to determine the topics court staff feel are important for inclusion in the curriculum of courses, the level of interest in training weighted with the issue of reduced/eliminated reimbursement, and the need for other resource materials in the courts. The data gathered from the survey will be analyzed to provide the Committee with a base of information to make decisions regarding the Clerk Training Academy.

Please review the survey with a critical eye as it is important that court staff completing the survey understand the questions and that the information provided is valid. It may be helpful to complete the survey yourself to see if there are questions/topic areas that are not clear or may be misleading for those persons who will be filling it out. You may indicate any changes you would like to make on the survey and return it to our office. Once comments are received from the majority of the Committee members, the survey will be finalized and sent out to the randomly selected courts with a cover letter explaining the training academy concept.

Our goal is to send the survey to the selected courts by December 1, 1995 so it would be helpful if we could receive your comments no later than November 27, 1995. Please call me at (314) 751-3585 if you have any questions.

Sincerely,

Janet Scheiderer
Court Services
Assistant Director

S/dkt

Enclosure

Division Directors

Carolyn Steidley, Information Services
(314)751-4377

Page 9

Kay Pedretti, Court Services
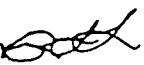(314)751-3585

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65110

RONALD L. LARKIN
ADMINISTRATOR

PHONE (314)751-3585
FAX (314)751-5540

December 15, 1995

Jaci Morgan
Court Administrator
Jackson County Courthouse
415 E. 12th Street
Kansas City, MO 64106

Dear Ms. Morgan:

Enclosed please find copies of a memorandum and attached survey regarding training opportunities for court staff. Your county was randomly selected to participate in this survey to determine training needs of court staff. A more detailed description of the purpose of the survey is included in the memorandum.

Each person in your office should receive a copy of the memorandum and survey to complete and return to this office by December 29, 1995. If you need additional copies of the survey or have any questions regarding the training, please contact Janet Scheiderer at (314) 751-3585.

Sincerely,

Ronald L. Larkin

RLL/JS/dkt

Enclosure

Best Wishes for the Holidays!

Division Directors

Carolyn Steidley, Information Services
(314)751-4377

Kay Pedretti, Court Services
(314)751-3585

OFFICE OF STATE COURTS ADMINISTRATOR

1105 R. Southwest Boulevard
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RONALD L. LARKIN
ADMINISTRATOR

PHONE (314)751-3585
FAX (314)751-5540

MEMORANDUM

TO: Court Staff

FROM: Ron Larkin

SUBJECT: Training Opportunities for Court Staff

DATE: December 14, 1995

A Court Clerk Training Academy Advisory Committee was recently named to work with staff from the Office of State Courts Administrator to address training needs of court staff. The enclosed survey was designed to determine the topics court staff feel are important for inclusion in a training curriculum, the level of interest in training weighted with the issue of reduced/eliminated reimbursement, and the need for other resource materials in the courts. The data gathered from the survey will be analyzed to provide the Committee with a base of information to make decisions regarding the training program. Your assistance is needed in completing the survey.

To date, because of limited funding and staff resources, we have only been able to offer Regional Clerk Training Seminars every summer and sporadic special topic programs as need has dictated and funding allowed. We recognize that training needs far exceed the programs we have been able to provide. Therefore, a decision item has been included in the Judiciary's FY 96-97 budget request that would allow development of a *"Clerk Training Academy"* if approved. This would involve the creation of a comprehensive, systemized program of instruction in knowledge and skills for court staff ranging from new employees to experienced supervisors. As stated previously, information gathered from the surveys will be utilized in the development of the program.

When completing the enclosed survey, please respond based on your own need, not those of your office. Each person in your office has received a copy of the survey and is asked to respond accordingly. This will allow for differentiation between the needs of supervisors and the various other positions. Additionally, as a result of only 14 counties being selected to participate in the study, your response is very important in order to get a representative sample of all clerks.

Please complete and return the survey to this office by December 29, 1995. If you have any questions about the training or this survey, please call Janet Scheiderer at (314) 751-3585.

Thank you in advance for your assistance. We look forward to developing a training program that will meet the needs of all court staff in Missouri and appreciate your time as a part of this endeavor.

Division Directors

Carolyn Steidley, Information Services
(314)751-4377

Kay Pedretti, Court Services
(314)751-3585

ASSESSMENT OF TRAINING/DEVELOPMENT NEEDS OF MISSOURI STATE COURT JUDICIAL STAFF

Part I: This section is designed to let us know some things about the context of your work, your level of education and experience as a clerk/manager in the judiciary. Please complete the following items by filling in the requested information or checking the option which applies to you.

1. **Type of Court:** _1_ Circuit _2_ Associate _3_ Probate

2. **Location:** _1_ Rural _2_ Urban

3. **Position:**

   _1_ Circuit Clerk   _7_ Court Clerk (*case processing, including probate*)
   _2_ Unit Manager/Supervisor   _8_ Accounting Manager/Supervisor
   _3_ Personnel   _9_ Administrative Assistant/Secretary
   _4_ Legal Staff   _10_ Data processing staff
   _5_ Account Clerk   _11_ Record clerk
   _6_ Other, please specify_____

4. **Number of Years with the Missouri Judiciary:**____

5. **Highest Education Level Attained:**

   _1_ High School or Equivalency diploma   _5_ Bachelor's Degree
   _2_ Technical/Vocational certificate   _6_ Master's Degree
   _3_ Some College (no degree)   _7_ Juris Doctorate
   _4_ Associate Degree   _8_ Other_____

6. **Field of Concentration for Highest Education Level After High School or Equivalency Degree**

   _1_ Management   _7_ Education
   _2_ Public Administration   _8_ Criminal Justice
   _3_ Accounting   _9_ Paralegal
   _4_ Business Administration   _10_ Secretarial
   _5_ Economics
   _6_ Other_____

*Part II: On the following pages are six categories for Judicial Staff Training/Development.
The topics listed under each category were included based on feedback received from
evaluations of previous staff training programs provided by OSCA, information received from
staff during on-site visits to the courts and phone calls, and from training programs provided
by administrative offices in other states. Each category also includes space to indicate other
topics you are interested in as part of a training program. Please evaluate each topic in the
categories using the following criteria:*

Value: *Rate each topic on a 1 to 5 scale with:*

- *1 indicating NO value to you in your work*
- *5 indicating VERY HIGH value to you in your work*

Need: *Rate each topic on a 1 to 5 scale with:*

- *1 indicating you have NO need for learning this topic*
- *5 indicating you have a VERY HIGH need for learning this topic*

Level: *Indicate whether for you the topic should be at:*

I = an Introductory level   *M = an Intermediate Level*   *A = an Advanced Level*

Method of Presentation: *Indicate whether for you the topic should be presented as:*

L = Lecture   *R= Role Plays*
P = Panel Discussion   *C = Case Study and Discussion*
S = Self Study Materials

(A reminder of the Ratings are included on each page)

EXAMPLE

TOPIC	Value	Need	Level	Method
Civil case processing from A to Z	4	4	M	L

CATEGORY I:

	Value	Need	Level	Method
Missouri Court System Overview	1-5	1-5	I, M, A	L, P, C, R, S
Office of State Courts Administrator	1-5	1-5	I, M, A	L, P, C, R, S
Statutory Duties/Responsibilities of the Clerk	1-5	1-5	I, M, A	L, P, C, R, S
Working with other state agencies (e.g., DOR, Highway Patrol, OA, etc)	1-5	1-5	I, M, A	L, P, C, R, S
How to Use Legal Reference Materials (e.g. statutes, Supreme Court Rules, etc)	1-5	1-5	I, M, A	L, C, P, R, S
Overview of the uses of the Court Clerk Handbook	1-5	1-5	I, M, A	L, C, P, R, S
Committees, Boards & Commissions of the Supreme Court	1-5	1-5	I, M, A	L, C, P, R, S
Insurance & other employee benefits	1-5	1-5	I, M, A	L, C, P, R, S
Vacation/sick & other types of leave	1-5	1-5	I, M, A	L, C, P, R, S
Salary, pay periods, pay increases	1-5	1-5	I, M, A	L, C, P, R, S
Transfers, promotions and job posting	1-5	1-5	I, M, A	L, C, P, R, S
Availability of Training and Development	1-5	1-5	I, M, A	L, C, P, R, S
Other topic:_____	1-5	1-5	I, M, A	L, C, P, R, S
Other topic:_____	1-5	1-5	I, M, A	L, C, P, R, S
Other topic:_____	1-5	1-5	I, M, A	L, C, P, R, S

CATEGORY II:

	Value	Need	Level	Method
Fair Labor Standards Act Requirements (e.g., overtime, comp time issues)	1-5	1-5	I, M, A	L, C, P, R, S
Grievance Proceedings	1-5	1-5	I, M, A	L, C, P, R, S
Dealing with Sexual Harassment	1-5	1-5	I, M, A	L, C, P, R, S
Dealing with Gender and Race Issues	1-5	1-5	I, M, A	L, C, P, R, S

CATEGORY III:

	Value	Need	Level	Method
Customer Service	1-5	1-5	I,m,A	L,P,C,R,S
Dealing with Difficult/Angry People	1-5	1-5	I,m,A	L,P,C,R,S
Listening Skills	1-5	1-5	I,m,A	L,P,C,R,S
Nonverbal Communication	1-5	1-5	I,m,A	L,P,C,R,S
Spelling/Grammar Refresher	1-5	1-5	I,m,A	L,P,C,R,S
Telephone Communication Skills	1-5	1-5	I,m,A	L,P,C,R,S
Written Communication	1-5	1-5	I,m,A	L,P,C,R,S
Other topic:_____	1-5	1-5	I,m,A	L,P,C,R,S
Other topic:_____	1-5	1-5	I,m,A	L,P,C,R,S
Other topic:_____	1-5	1-5	I,m,A	L,P,C,R,S

CATEGORY IV:

	Value	Need	Level	Method
Working in a Team	1-5	1-5	I,m,A	L,P,C,R,S
Stress Management	1-5	1-5	I,m,A	L,P,C,R,S
Time Management	1-5	1-5	I,m,A	L,P,C,R,S
Legal Terminology	1-5	1-5	I,m,A	L,P,C,R,S
Ethics	1-5	1-5	I,m,A	L,P,C,R,S
Computer skills	1-5	1-5	I,m,A	L,P,C,R,S
Other topic:_____	1-5	1-5	I,m,A	L,P,C,R,S
Other topic:_____	1-5	1-5	I,m,A	L,P,C,R,S
Other topic:_____	1-5	1-5	I,m,A	L,P,C,R,S

CATEGORY V:

	Value	Need	Level	Method
Recruitment	1-5	1-5	I,M,A	L,P,C,R,S
Hiring	1-5	1-5	I,M,A	L,P,C,R,S
Interviewing	1-5	1-5	I,M,A	L,P,C,R,S
Motivation	1-5	1-5	I,M,A	L,P,C,R,S
Delegation	1-5	1-5	I,M,A	L,P,C,R,S
Discipline	1-5	1-5	I,M,A	L,P,C,R,S
Performance Appraisal	1-5	1-5	I,M,A	L,P,C,R,S
Personnel Records	1-5	1-5	I,M,A	L,P,C,R,S
Leadership Skills	1-5	1-5	I,M,A	L,P,C,R,S
Managing Conflict in the Office	1-5	1-5	I,M,A	L,P,C,R,S
Problem Solving with Staff	1-5	1-5	I,M,A	L,P,C,R,S
Project Management	1-5	1-5	I,M,A	L,P,C,R,S
Other topic:_____	1-5	1-5	I,M,A	L,P,C,R,S
Other topic:_____	1-5	1-5	I,M,A	L,P,C,R,S
Other topic:_____	1-5	1-5	I,M,A	L,P,C,R,S

CATEGORY VI:

	Value	Need	Level	Method
Criminal Case Processing from A to Z	1-5	1-5	I,M,A	L,P,C,R,S
Civil Case Processing from A to Z	1-5	1-5	I,M,A	L,P,C,R,S
Traffic Case Processing from A to Z	1-5	1-5	I,M,A	L,P,C,R,S
Juvenile Case Processing from A to Z	1-5	1-5	I,M,A	L,P,C,R,S
Domestic Case Processing from to A to Z	1-5	1-5	I,M,A	L,P,C,R,S

Value:	1 (NO *Value*) - 5 (VERY HIGH *Value*)	
Need:	1 (NO *Need*) - 5 (VERY HIGH *Need*)	
Level:	I (*Introductory*) or M (*Intermediate*) or A (*Advanced*)	
Method of Presentation:	L (*Lecture*), P (*Panel Discussion*), C (*Case Study & Discussion*)	
	R (*Role Plays*), S (*Self Study Materials*)	

CATEGORY VI: (cont.)

	Value	Need	Level	Method
Small Claims Case Processing from A to Z	1-5	1-5	I,M,A	L,P,C,R,S
Probate Case Processing from A to Z	1-5	1-5	I,M,A	L,P,C,R,S
Record Retention and Destruction	1-5	1-5	I,M,A	L,P,C,R,S
Caseflow Management (scheduling, monitoring, etc)	1-5	1-5	I,M,A	L,P,C,R,S
Sound Recording/Transcripts	1-5	1-5	I,M,A	L,P,C,R,S
Jury Management	1-5	1-5	I,M,A	L,P,C,R,S
Financial Accounting from A to Z	1-5	1-5	I,M,A	L,P,C,R,S
Other topic:_____	1-5	1-5	I,M,A	L,P,C,R,S
Other topic:_____	1-5	1-5	I,M,A	L,P,C,R,S
Other topic:_____	1-5	1-5	I,M,A	L,P,C,R,S

Part III: *A decision item has been included in the Judiciary's FY 96-97 budget request that would allow development of a "Clerk Training Academy" if approved. A committee of circuit clerks and associate/probate division clerks has been named to work on development of this concept however, statewide input is important. Please consider the ideas presented below and provide your input by answering the following questions.*

1. In order to better the training needs of court staff, the State Courts Administrator's Office plans to expand the level of training programs offered irregardless of whether the budget request for the Clerk Training Academy is approved. However, this can only be accomplished by reducing/eliminating reimbursement, such as mileage for staff attending these programs. Please answer the following questions about this idea.

A. *How important is the current mileage and meal reimbursement to your attendance at the programs provided by the Office of State Courts Administrator?*

1	2	3	4	5
Essential	Very Important	Somewhat Important	Not Very Important	Not at all Important

B. *To what extent would you favor reducing the amount of mileage and meal reimbursement if other training opportunities could be made available from such a reallocation of resources?*

1	2	3	4
Very Much Favor	Favor	Somewhat Favor	Don't Favor At All

C. *To what extent do you believe your court would be willing/able to provide funding for you to attend training programs offered by the Office of State Courts Administrator?*

1	2	3	4
Very Willing	Willing	Somewhat Willing	Not Willing At All

D. *To what extent would you be willing to pay your own cost of attending training programs offered by the Office of State Courts Administrator?*

1	2	3	4
Very Willing	Willing	Somewhat Willing	Not Willing At All

2. A preliminary discussion of the Clerk Training Academy with members of the Circuit Clerk's Association and the Associate/Probate Clerk's Association indicated a need for basic orientation for court staff. The proposed, two day basic orientation program would cover topics similar to those listed under Part II, Category I of this survey. Please answer the following questions about this idea.

A. *How valuable would such a program be for new court staff?*

1	2	3	4
Very Valuable	Valuable	Somewhat Valuable	Not at All Valuable

B. *The program should be* __1__ *required for all new court staff.*
                              __2__ *optional*

C. *Should the program be open to all court staff, regardless of length of employment with the court?*

    1 Yes   *2* No

3. **The Office of State Courts Administrator is responsible for publishing and updating the <u>Court Clerk Handbook</u>. Please answer the following questions about that publication.**

A. *I consult the <u>Court Clerk Handbook</u> (Check one):*

    1 Daily
    2 1-4 times per week
    3 Less than once a week

If less than once a week, on average how many times do you consult it each month?_____

B. *If the <u>Court Clerk Handbook</u> were put on computer disks so that updates could be made more efficiently and provided on a more timely basis, would your use of the <u>Court Clerk Handbook</u> be (Check one):*

    1 Greater than your current use?
    2 About the same as your current use?
    3 Less than your current use?
    4 Less than current use due to lack of adequate automation?
    Please tell us why you have answered this question the way you have:

_____

_____

4. **The Judicial Education Committee which provides education and training opportunities for judges is considering development of a lending library for judges and court staff consisting of books, videotapes, forms, checklists, and other reference material. Requested materials would be mailed or sent through other means (e.g., e-mail, fax) directly to you. Please answer the following questions about this idea.**

A. *How valuable do you believe this lending library would be for you?*

1	*2*	*3*	*4*
Valuable	Somewhat Valuable	Not Very Valuable	Not at All Valuable

B. *How frequently do you believe you would use the services of such a lending library?*

1	*2*	*3*
Frequently	Occasionally	Not at All

5. **Is there anything else that you would like to tell us about your training needs that has not been covered in this questionnaire?**

_____

_____

_____

_____

_____

APPENDIX 6

Court Clerk Handbook Usage Comments

Easier access to information with less research time.

It is easier to look something upon the computer.

I simply don't have time to look at it as much as I probably should.

I feel there are gaps in this book and if it was more accessible I would use it more.

It needs to cover more aspects of the "real" job not "theoretical" applications of the job.

Only use for information unknown to me, would be the same no matter the availability.

Need still same regardless of availability.

Would only help if handbook could be accessed through our current computer system.

More accessible information.

Don't use it.

The clerk handbook is a very valuable resource tool, however, there are not enough copies for the entire staff-each clerk should have access via their computer. I know I would use it more if it were more accessible.

It would be so much more handy.

I have been with the court 12 years and do not need to access as much, except for updates.

I usually don't use it unless I have major questions or concerns that my supervisor cannot answer.

It would be easier to access the information from the computer.

I would not have to go away from the computer or phone (desk) when wanting to look at the handbook.

I feel I know the rules fairly well as I read them thoroughly when received - only use to check on myself.

Handbook is too much, too bulky and not updated.

I hate to take time to thumb through a book. Sometimes I'm self-conscious about dragging out the book.

I don't need to consult the handbook very often, and don't feel that a more updated version would increase my need to refer to it.

After 21 years in the office, it isn't necessary to look items up as often, whether on disk or paper.

Cannot keep up to date.

I work part-time for county recorder's office and it has not access to state computers.

The procedures in the handbook do not address the manner in which cases are handled in this circuit.

This is excellent for new clerks.

I use in anyway whenever needed.

We have no computers.

I generally go directly to RSMO, except for procedure.

Not enough help in office, so not enough time to stop to look something up.

Would be easier to use and would not have to look through book.

It would be faster and more convenient.

The longer you are employed, the more you learn, and the less you consult the handbook.

Easier to look up in a manual, plus hard copy.

It is much easier to look in a manual than to have to pull it up on the computer screen.

The book usually does not answer the questions. Our most reliable source is past practice or to call another court clerk.

It would be easier to look things up.

Would take less time to review the material.

As needed, easier to access and do not need to maintain the notebook.

Better access to the computer.

Easier access.

I would know where it is at all times.

Just for my general information.

I don't seem to require using it.

My work world now revolves around the computer. If information were more available I wouldn't rely upon my memory.

Only used when a question arises as to correct procedure.

I like the idea of having it continuously updated. I feel I would probably refer to something like that more feeling it contained more reliable information. To be honest, I'm never positive that my circuit clerk updates our manual/handbook once she receives the mailings.

More accessible.

It would be more accessible and readily available if a question arose where we would need to refer to it.

It would be easier to locate and find the answer to your question.

Working on computer all the time.

I would feel more confident that it was up to date.

I would consult it to see what changes have been made.

I don't consult the handbook very often.

If you could "search" a disk it would be easier than trying to find in a book.

If made available to all employees rather than just those paid by state, you can't use something you do not have.

As a current court clerk, my hands on knowledge keeps my activity current.

Just have not had to need it.

Don't have need or use for it now in my current position data entry.

I don't know what the court clerk handbook contains, but I haven't had any problems answering people's questions.

I could access it quicker.

New employee still in the process of learning the court system.

If you have worked with the court some years, you would have been involved with the handbook.

I know the ropes - this is for new people.

What is it? I do not have a court clerk handbook.

I don't know much about computers and the only training I've received has been on the job.

I use our local clerk instruction book with procedures written that apply directly to my court/circuit.

If I needed to check on something I would one way or another (book or computer)

I don't know much about computer disks.

If it were accessible at the computer terminal, I would use it much more frequently.

Would be easier to find and the update would be more current.

Ease of use - updated more regular.

Only have to refer to book if new laws have been entered.

Never refer to it.

It's easier to get to - our book is always missing - more convenient

Adequate automation would have to be arranged (timewise) in another training area I wouldn't pick up to go load on, etc. Not convenient.

More familiar with book.

Additional Comments Provided by Survey Respondents

I have a desire to understand the entire court system.

I would like all court clerks that are interested in Word Perfect and windows to be trained to be better prepared for future promotions and advancements

Courts need to be consistent in their training of new personnel.

I would like to see more training in the financial field such as change of venue cases, how to collect more court costs. I run into some weird ideas on change of venue cases, especially how they are supposed to be paid and who pays the court costs.

Our office needs one primary trainer who is primarily responsible for training new employees for a short time (2 weeks?) as opposed to being trained by fellow employees who may not be knowledgeable enough, patient, communicative or interested.

As a new clerk coming "green" into the judicial system, I felt totally lost for about the first year and a half. I did not understand the terminology, let alone case processing. The handbook was of little help because I didn't know enough to know what I was looking for in the book. That first meeting of judges/clerks meant little to me; I had very little idea of what was being discussed. I think some sort of orientation is needed for people coming into the system who have never been involved in it in any way. I don't have a strong opinion myself, but I know from talking to other clerks that many are disgruntled to think that the judges get reimbursement plus the privilege of receiving computer training when most of them don't even ever go near the computers in their offices. I guess I too, would like to know why they get this opportunity when we, as clerks do not and perhaps will not get it, and if we do, there is the possibility we won't get reimbursement. I get the strong impression, when I talk to state courts, that we don't utilize the support system for ACMS nearly as much as some other clerks. It makes me wonder if we should be coming up with our own solutions to problems which is what we try to do or if we should be calling for support at every problem. I am basically satisfied with the way state courts handles situations. I was glad to see probate turned into a separate session of training in 1995; it had been needed all along, as far as I'm concerned, and I hope it continues to be separate.

Your seminars and meetings are never available to court clerks, only circuit clerks and supervisor personnel go and usually never tell any of the court clerks what was discussed at the meeting.

I do not feel a deputy should be trained and a division clerk not the same training. Do you know what it feels like when a deputy clerk has to tell her/his supervisor that they (supervisor) don't know what's going on? Or what happens when deputies start making decisions on their own without consultation? After a while, things go haywire and important things that should be done haven't been for months. Guess who gets to help clean up the mess. I know--been there--done

that! Other MO state agencies that train their personnel provide mileage, room and board and comp. time. Why are we not treated the same from one agency to another. Benefits are not the same either. Some deputy clerks are paid more than division clerks. How's that justified?

Staff would not have time to read books, watch videos, etc at the office and I don't know if they would do it at home.

Regional training meetings have been real helpful.

Regarding computer classes that we can sign up for, I feel that I never get the use of it, since we are trained at our desk while still answering phones, helping attorneys that walk in, etc. Also plus workload is an ongoing thing one never is able to let her or his workload pile up since things are always needed in a rush.

This questionnaire would probably be more useful to someone who has just started working for the court.

I have been a deputy clerk for 12 years. One day I may be interested in the circuit clerk's position but I feel that I need some finance and/or management classes before I would be qualified to hold the position. I'm not suggesting that the state pay my way but I feel like there could be a lot more emphasis on these subjects for those who would like to step up.

There should be some way to allow a new person to start training before the person actually leaves.

I think it is very inadequate that you do not have the opportunity to train a replacement in the office before an employee leaves. This is even if someone gives you a 30 day notice to leave.

Work station or server access to the Internet for court related information-statistics, state information, nationwide court and other legal institutions access. More sharing of information with other agencies and inter department, city government, county agencies, PDS for criminal, municipal courts

Personally, I have quite a bit of technical knowledge but would like refreshers

I think the training is a very good idea. Just like everything with the courts, you are asking us to pay the cost. Why should we pay to serve you better? The employees feels no obligation to the courts. Tell us you want us to participate in training and you are willing to pay the cost without the employee coming out of their pocket for anything, even lunch. Until you realize the people who work for you are important and deserve to be treated so, you can train till you turn blue and will have little real results.

I would like to see if possible some type of either reimbursement or shift/flex hours to assist staff attending college in court related fields.

Since I work with child support I would like to see more training for new people in this area.

Would have helped me a great deal.

I believe that extensive training for clerks is essential, and I believe it very unfair to clerical staff that we should even be asked to pay any of our own expenses for that training when the judges receive total reimbursement for their training, meetings, etc. For example, how important is it for a judge to learn word perfect at the expense of the taxpayer. That is something that is essential for a court clerk to know, but a judge?

I have not had sufficient training not only in my work but in regards to benefits, etc. We learn by our mistakes.

If you did a lending library it would be convenient to have a "bookmobile" service. Let's say OSCA came to our courthouse and brought materials that could be checked out by personnel.

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